

Waukegan
Community Unit School District No.60
Lake County, Illinois



2023-2024
Student Support
Handbook



Ms. Theresa Plascencia
Superintendent

Si prefiere una copia de este manual en español, solicítela en la escuela

WELCOME

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- District Officials Overview

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NOTE: SIGNATURE FORMS DISTRIBUTED AS SEPARATE BOOKLET



Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

Ms. Theresa Plascencia
Superintendent

1201 North Sheridan Road, Waukegan, Illinois, 60085

Telephone: 224.303.1010 | Fax: 224.399.8560

E-Mail: tplascencia@wps60.org

Office of the Superintendent | Lincoln Center for Educational Services

Summer 2023

Dear Students and Families:

I would like to begin by expressing my excitement to welcome everyone back into the classroom for the 2023-2024 school year. After having a full year to adjust back to in-person learning, this year we will work to build upon our positive momentum in the classroom and continue to pursue Equity, Access and Excellence for all students

The Student Support Handbook contains Board-approved discipline policies, practices and procedures, as well as general District information. It has been crafted in the vision of many community stakeholders.

It is my hope that by studying this document, you will become familiar with student expectations, and have a greater awareness regarding your rights and how to support and contribute to a positive climate within the school community.

This document also contains important information parents and students need to know about the District's behavior expectations and consequences for violating school and District rules and policies. In recent years, our District has made a concerted effort to incorporate social-emotional learning standards throughout the school day in order to develop the problem-solving skills of our students to better equip them in handling difficult situations and to be more reflective. This is part of our ongoing efforts to develop and instill positive citizenship amongst all students.

If, at any time, you believe that your or your child's due process rights have been violated, please bring this matter to the attention of the building principal, central office supervisor, the Superintendent, and ultimately, you may appeal your complaint to the Board of Education through the Superintendent.

Please note that this office expects staff to make every attempt to resolve or address conditions brought to their attention before allowing such issues to escalate to the levels of the Superintendent or the Board.

Students and parents are expected to read, discuss, and sign the Student/Parent notices and agreements contracts found within this booklet, and return each to their principal's office or other individual identified in the notice within one week after receipt.

If I can be of further assistance, please do not hesitate to contact me at tplascencia@wps60.org or at 224-303-1009.

Sincerely,

Theresa Plascencia
Superintendent of Schools

Parent-Teacher Advisory Committee (PTAC)

"Uniting the voices of WPS60 Parents and Teachers on behalf

Summer 2023

Dear WPS60 Families:

The Parent-Teacher Advisory Committee (PTAC) lifts your voices, the voices of families and students, and works with teachers, administrators, community members and the Board of Education to support the understanding and use of the Student Support Handbook. The PTAC advises the administration and Board of Education in accordance with Illinois School Code, Section 10-20.14 specific to the safety and well-being of our students.

We invite the varied voices who work so hard on behalf of our students' success to join the PTAC efforts by attending our meetings during the 2023-2024 school year. In addition to advising on the contents of this handbook and student behavior and conduct policies, **the PTAC committee also annually reviews pupil discipline policies and the implementation of the policies** along with assisting with Anti-Bullying and PBIS (Positive Behavior Interventions and Supports) initiatives.

Please check the Office of Student Outreach and/or PTAC webpage for details related to meeting dates, time and location. The website is at wps60.org, hover over "Community" and select "Community Committees". If you are interested in joining this group, please call 224-303-1063 or e-mail odupuy@wps60.org for details.

Sincerely

The Parent/Teacher Advisory Committee



WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT No. 60

1201 North Sheridan Road
Waukegan, Illinois 60085
224-303-1000

<http://www.wps60.org>

DISTRICT 60 MISSION STATEMENT

*“Educating students for the world of tomorrow is our top priority.
Through mobilization of the entire community, we will challenge, teach and inspire our students.
We will provide the resources to serve each of our students, expecting excellence from all
involved.
We will deliver an exciting education in a safe learning environment that celebrates
our diversity and similarities in a spirit of unity and respect.”*

BOARD OF EDUCATION

Mr. Brandon Ewing, President
Ms. Anita Hanna, Vice President
Ms. Carolina Fabian
Ms. Adriana Gonzalez
Ms. Christine Lensing
Mr. Jeff McBride
Mr. Rick Riddle

The regular meetings of the Board of Education of Community Unit School District No. 60 will be held on the second and fourth Tuesday of each month (with the exception of any legal holidays which may fall on a regular Board meeting date). Meetings are posted on the district’s website.

CABINET

MS. Theresa Plascencia – Superintendent of Schools
Mr. LeBaron Moten- Deputy Superintendent of Operational Supports and Programs
Dr. Eduardo Cesario– Deputy Superintendent of Academic Supports and Programs
Mr. Nicholas Alatzakis – Director of Communications/Chief of Staff
Dr. Josue Cuevas– Associate Superintendent of Information Technology Services
Mr. Angel G. Figueroa – Associate Superintendent of Human Resources and Employee Relations
Ms. Gwendolyn K. Polk, M.S., Ed. – Associate Superintendent of Business and Financial Services
Dr. Jason Nault – Associate Superintendent of Equity, Innovation, and Accountability
Ms. Clarence Berry, Eds.- Area Superintendent of School Support Collaborative I
Ms. Amanda Patti, M.Ed.- Area Superintendent of School Support Collaborative II

LEGAL ADVISORS

Ms. Kathryn Vander Broek, Esq., LCSW
General Counsel, Waukegan Public Schools
Mr. Joseph Clary, Esq., M.F.A.
Deputy General Counsel
Interim Title IX/Nondiscrimination Coordinator

CONNECT

- Building and District Leadership Contact Information
- National Suicide Prevention Lifeline
- Crisis Text Line “Text”
- Bullying Hotline
- Family Support; i.e. calling 211
- Student Supports

Building and District Leadership and Contact Information

BUILDING PRINCIPALS

[INFORMATION WILL BE UPDATED PRIOR TO PUBLICATION]

Carman-Buckner Elementary School
Robert Silva
520 Helmholz Ave.
224-303-1510
Attendance Line: 224-303-1569
rsilva@wps60.org

Clark Elementary School
Gladys Rodriguez
601 Blanchard Rd.
224-303-1580
Attendance Line: 224-303-1599
grodriguez@wps60.org

Clearview Elementary School
Jose Salazar, Interim
1700 Delaware Rd.
224-303-1600
Attendance Line: 224-303-1699
jsalazar@wps60.org

Andrew Cooke Magnet School
Stephanie Jensen
522 Belvidere Rd.
224-303-1710
Attendance Line: 224-303-1759
sjensen@wps60.org

Glen Flora Elementary School
Joel Ruiz
1110 Chestnut St.
224-303-1810
Attendance Line: 224-303-1859
joruiz@wps60.org

Glenwood Elementary School
Cabrina Williams-Leneau
2500 Northmoor Ave.
224-303-2020
Attendance Line: 224-303-2079
cleneau@wps60.org

Greenwood Elementary School
Joyce Meyer
1919 North Ave.
224-303-2090
Attendance Line: 224-303-2139
jmeyer@wps60.org

Hyde Park Elementary School
Brian Carr
1525 Hyde Park Ave.
224-303-1980
Attendance Line: 224-303-1999
bcarr@wps60.org

Little Fort Elementary School
Amy Grossman
1775 Blanchard Rd.
224-303-3710
Attendance Line: 224-303-3759
agrossman@wps60.org

Lyon Magnet School
Anne Zahn
800 S. Elmwood Ave.
224-303-2310
Attendance Line: 224-303-2359
azahn@wps60.org

McCall Elementary School
Carol May
3215 McAree Rd.
224-303-1770
Attendance Line: 224-303-1799
cmay@wps60.org

North Elementary School
Nicole Lemberger
410 Franklin St.
224-303-2170
Attendance Line: 224-303-2219
nlemburger@wps60.org

Oakdale Elementary School
Catalina Quinones-Nelson
2230 McAree Rd.
224-303-1870
Attendance Line: 224-303-1899
cquinones-nelson@wps60.org

Washington Elementary School
Jason Siegellak
110 S. Orchard Ave.
224-303-2230
Attendance Line: 224-303-2299
jsiegellak@wps60.org

Whittier Elementary School
Andrew Kramer
901 N. Lewis Ave.
224-303-1910
Attendance Line: 224-303-1969
akramer@wps60.org

Robbie M. Lightfoot Early Learning Center
Nicole Session
1721 N. McAree Rd.
224-303-1410
nsession@wps60.org

Edith M. Smith Middle School
Vanessa Campos
930 New York Ave.
224-303-2770
Attendance Line: 224-303-2859
vcampos@wps60.org

Jack Benny Middle School
Issac Kirkwood
1401 Montesano Ave.
224-303-2470
Attendance Line: 224-303-2559
ikirkwood@wps60.org

Miguel Juarez Middle School
Nelson Campos
201 N. Butrick St.
224-303-2670
Attendance Line: 224-303-2759
ncampos@wps60.org

Robert Abbott Middle School
Carl Hagman
1319 Washington St.
224-303-2370
Attendance Line: 224-303-2459
chagman@wps60.org

John R. Lewis Middle School
Molly Schaefer—Lead Co-Principal
mschaefer@wps60.org
TBD Co-Principal
600 S. Lewis Ave.
224-303-2570
Attendance Line: 224-303-2659
anault@wps60.org

Waukegan High School
Avelira Rodriguez-Gonzalez
2325 Brookside Ave.
224-303-2920
Attendance Lines:
9th Grade: 224-303-3099
10th Grade: 224-303-3179
arodriguezgonzalez@wps60.org

Waukegan High School
Daniel Hill-Co-Principal
1011 Washington St.
224-303-2920
Attendance Lines: 11th Grade:
224-303-3399 12th Grade: 224-
303-3519
dhill@wps60.org

Education Center
Flor Carter
1020 Glen Rock Avenue
224-303-2860
fcarter@wps60.org

Alternative Optional

| | |
|--|--|
| <p><u>DIRECTOR OF OPERATIONS</u> Robert Adamik 215 Edison Court Waukegan, IL 60085 radamik@wps60.org Telephone: 224-588-0918</p> <p><u>TRANSPORTATION AND CHILD NUTRITION COORDINATOR</u> Alicia Williams 1201 N. Sheridan Road Waukegan, IL 60085 awilliams@wps60.org 224-303-3801</p> | <p><u>DIRECTOR OF CRISIS INTERVENTION AND SAFETY</u> Darryl Wilson 1201 N. Sheridan Road Waukegan, IL 60085 dwilson@wps60.org Telephone: 224-303-1086</p> <p><u>PRESCHOOL MANAGER</u> Ros Harrison 1201 N. Sheridan Road Waukegan, IL 60085 Telephone: 224-343-7141 rharrison@wps60.org</p> |
| <p><u>LANGUAGE ASSISTANCE/ASISTENCIA DE IDIOMAS (LENGUAJES)</u> Contact the Language Liaison at your child's school District Translator Waukegan Community Unit School District No. 60 1201 N. Sheridan Rd. Waukegan, IL 60085 Telephone: 224-303-3614</p> | <p><u>DIRECTOR OF EQUITY AND INCLUSION</u> Tasia Fields 1201 N Sheridan Rd. Waukegan, IL 60085 tfields@wps60.org Telephone: 224-303-1136</p> |
| <p><u>STUDENTS WITH DISABILITIES-CHILD FIND</u> For Students Enrolled in WPS60 or enrolled for parents in private schools within the district's boundaries Dr. Gregory Bublitz, Director of Diverse Learners Waukegan Community Unit School District No. 60 1201 N. Sheridan Road Waukegan, IL60085 gbublitz@wps60.org Telephone: 224-303-1120</p> <p><u>ACCOMMODATIONS FOR DISABILITIES-SECTION 504</u> Dr. Gregory Bublitz, Director of Diverse Learners 1201 N. Sheridan Road Waukegan, IL60085 gbublitz@wps60.org Telephone: 224-303-1120 Andreana Dobbs, <i>MSEd, RN, PEL-NCSN</i> Health Services Coordinator, Interim 1201 N Sheridan Road Waukegan, IL 60085 adobbs@wps60.org Telephone: 224-303-3313</p> <p><u>FOIA OFFICER</u> Written requests required to: Ms. Alina Hernandez, Paralegal 1201 N. Sheridan Road Waukegan, IL 60085 aghernandez@wps60.org Telephone: 224-303-1017</p> | <p><u>For Children Birth Through Three Years of Age</u> TBD Child Find Coordinator 742 Greenwood Avenue Waukegan, IL 60087 Telephone: 224-303-3635</p> <p><u>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)</u> Stephanie Jakimczyk, MTSS Coordinator 1201 N. Sheridan Road Waukegan, IL 60085 Telephone: 224-303-1001 sjakimczyk@wps60.org</p> <p><u>MCKINNEY-VENTO (HOMELESS) LIAISONS</u> Nilza Martinez The Welcome Center 742 Greenwood Avenue Waukegan, IL 60085 nmartinez@wps60.org Telephone: 224-277-0141 Jacqueline Washington The Welcome Center 742 Greenwood Avenue Waukegan, IL 60085 jwashington@wps60.org Telephone: 224-277-4208</p> |

Talk To Someone Now

If you're thinking about suicide, are worried about a friend or loved one, or would like emotional support, the Lifeline network is available 24/7 across the United States.

The Lifeline is available for everyone, is free, and confidential. See below for additional crisis services and hotlines.

988 Suicide & Crisis Lifeline

988

Text 988

[CHAT WITH LIFELINE](#)

Línea de Prevención del Suicidio y Crisis

1-888-628-9454

Lifeline Options For Deaf + Hard of Hearing

For TTY Users: Use your preferred relay service or dial 711 then 988.

Veterans Crisis Line

988

Text 838255

[CHAT WITH VCL](#)

Yo mismo necesito ayuda

Una persona capacitada le escuchará y hablará con usted. Si es necesario, podrá darle información sobre recursos o servicios existentes en su comunidad que podrán prestarle ayuda después de la llamada. Siempre puede usted volver a llamar al número 1-888-628-9454 si lo necesita o lo desea.

**¡Su llamada es
confidencial!**



In a crisis?

Text HOME to 741741 to connect with a volunteer Crisis Counselor


Free 24/7 support at your fingertips.



IN A CRISIS?
Text HOME to 741741 to connect with a volunteer Crisis Counselor

Free 24/7 support at your fingertips.

[Text Us](#)



¿Te encuentras en crisis?

Envía un mensaje de texto con la palabra AYUDA al 741741 para comunicarte de manera gratuita con un Consejero de Crisis

Apoyo gratuito las 24 horas del día, los 7 días de la semana, al alcance de tu mano.



¿TE ENCUENTRAS EN CRISIS?
Envía un mensaje de texto con la palabra AYUDA al 741741 para comunicarte de manera gratuita con un Consejero de Crisis

Apoyo gratuito las 24 horas del día, los 7 días de la semana, al alcance de tu mano.

[Envíanos Un Mensaje De Texto](#)





WPS60

Waukegan Community Unit School District #60



Waukegan Community Unit School District #60

Mental Health Resources

Scan to See Full List





CALL 211

Speak with a live, highly trained expert navigator who will lead you to the help you need. All calls are confidential.



Accessible 24/7

150+ Languages

TEXT 898211

Text your zip code to 898211. An expert navigator will lead you to the help you need. All texts are confidential.



Accessible 24/7

English and Spanish

STUDENT SUPPORT

The Waukegan Public Schools continues to develop and offers a range of auxiliary or support services to students to assist them in accessing and having an opportunity to benefit from the District's educational programs. The following is a summary of the types of services available.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS stands for Multi-Tiered System of Supports. As an MTSS district, Waukegan Public Schools provides students opportunities to succeed by matching high-quality instruction and interventions to their individual needs. Our MTSS framework is data-driven, grounded in best teaching practices, and inclusive academic, behavioral and social-emotional competencies. MTSS is not an initiative; it is a foundation for the work we do with our students.

Academic and behavioral supports are provided to all Waukegan students based on a Multi-Tiered Systems of Support (MTSS) model. School wide and individual student data is used to determine the types of supports needed and to assess whether or not the supports used are effectively meeting student needs. This process is designed to match student need to instruction and interventions in order to maximize opportunities for student achievement.

Tier 1 (Universal) supports are provided to all students. These services include high-quality, differentiated instruction utilizing the District-approved core curriculum, structured teaching of school-wide and classroom expectations, classroom management procedures and school-wide incentive systems and universal screening assessments to determine student performance levels, and evaluate the effectiveness of the core curriculum.

Tier 2 (Targeted) supports are provided to students identified as at-risk for adverse educational outcomes according to established data-based decision rules.

Generally, students whose benchmark scores fall within the national 11th and 25th percentile on one or more universal screening measures and/or students who begin to demonstrate a pattern of behaviors that cause a disruption to the learning environment and do not respond to universal behavioral expectations, are identified to receive Tier 2 support. Tier 2 interventions are provided in addition to core academic and behavioral instruction and are matched to the student's deficit area(s).

Tier 2 interventions are designed to be quick and efficient, are typically provided within the general education classroom setting and may be implemented by general education classroom teachers and/or student support personnel. Students may be identified as needing Tier 2 supports through the universal screening process and/or consideration of other relevant data, including parent and/or teacher referrals. Tier 2 interventions may include, but are not limited to: small group re-teaching of specific skills within the core curriculum; push-in or pull-out small group supplemental instruction utilizing a prescribed; research-based intervention program; small group re-teaching of school-wide expectations; Check-In Check-Out; Social-Academic Instructional Groups (SAIG); mentoring; and brief function-based interventions. Progress monitoring of students receiving Tier 2 interventions is conducted on a frequent basis (generally bi-weekly) to determine intervention effectiveness. If data indicates that an intervention is not successful, the MTSS team will make appropriate changes and continue to monitor student progress.

Tier 3 (Intensive) supports are provided to students showing significant barriers to learning, according to established data-based decision rules. Tier 3 interventions are provided in addition to core academic and behavioral instruction, and are more intensive, individualized, and matched to the student's deficit area(s). Generally, students whose benchmark scores fall below the national 10th percentile on one or more universal screening measures, and/or students who demonstrate a pattern of more significant behaviors that cause a substantial disruption to the learning environment. For those students who have intensive academic and/or behavioral needs, an individual problem solving process is used to identify specific individualized interventions and supports for that student. The individual problem solving team is a multidisciplinary team and is generally composed of parent(s), building administration and building staff working together to develop interventions and supports for individual students. The individualized intervention plan for the student may include, but is not limited to: intensive, small group or individual academic instruction utilizing a prescribed, research-based intervention curriculum, a functional behavioral assessment and behavior intervention plan, social/emotional skills group or individual counseling/social work services, wraparound services/RENEW, behavioral specialist referral for supports, and community resource referrals. Tier 3 student progress should be monitored frequently (generally weekly) to determine intervention effectiveness. If data indicates that an intervention is not successful, the MTSS team will make appropriate changes and continue to monitor student progress.

Information from Multi-tiered Systems of Support efforts may be required as part of the consideration of whether a student has a disability that qualifies him or her for special education services under the *Individuals with Disabilities Education Act* or Section 504, but response to intervention efforts will not be used to delay an evaluation for these services when an evaluation otherwise would be appropriate.

OCCUPATIONAL AND PHYSICAL THERAPY SERVICES

Occupational Therapy (OT) and Physical Therapy (PT) are related services which are available to assist eligible students in accessing the curriculum and/or educational environment. Broadly speaking, OT and PT address deficits in motor functioning and sensory perception that negatively impact a student's academic performance or ability to function independently in the school setting relative to the student's age or developmental level. It is important to differentiate a student's need for medical based therapy services in the school setting as opposed to the need for therapy in other settings. School based therapy services contribute to the development, improvement or maintenance of a student's functional level to support the student's learning. To be eligible to receive OT or PT services, a student first must be evaluated by OT and/or PT and found to have a disabling condition for which these services are deemed appropriate in the school setting. OT and PT services may be delivered to the student directly (individually or in a small group) or through consultation with the student's educational team.

SCHOOL HEALTH SERVICES

School nurses provide health services in order that all students can obtain full benefits from their education and experience academic success. School nurses are available for consultation on student health, communicable disease control and prevention, District health policy and procedure, chronic illness and disease management, hearing and vision concerns, healthy school environment, and mandated physical examination and immunization requirements. Hearing and vision screenings will be conducted in schools per IDPH (Illinois Department of Public Health) guidelines. Vision screening is not a substitute for a complete eye and vision examination by an eye doctor. Your child is not required to undergo the vision screening if an optometrist or ophthalmologist has completed and signed a report indicating that an eye examination has been administered within the previous 12 months.

If your child must take medication during the school day, a current valid prescription and, when applicable, authorization for self-administration must be on file with the school nurse. Self-administration is allowed consistent with Illinois law, including use of asthma inhalers, management of diabetes and use of an epinephrine auto injector. Additionally, if your child has asthma or diabetes you need to provide a current Asthma Action Plan or Diabetes Care Plan to the school nurse annually or when a change occurs. If your child will be absent for over 10 school days due to a health condition, the school nurse is responsible for reviewing home/hospital instructional support requests. Ask your school nurse for further information and/or forms on any of these topics.

SPEECH-LANGUAGE SERVICES

The speech-language pathologist works with students who have Individualized Education Plans. The speech-language pathologist may also consult and collaborate with colleagues, teachers, parents and other support services personnel to provide interventions and improve educational outcomes.

The following areas receive attention: articulation, voice, fluency, expressive and receptive language and phonological awareness. Parents may contact the speech-language pathologist for a screening to determine if testing is appropriate to determine if therapy is advisable. Students also may be considered for speech-language services through the District's Child Find procedures. Therapy may be conducted individually or in small groups.

SCHOOL SOCIAL WORKERS

School social workers serve as the link between home, school and community in providing direct and indirect services to students, families and school personnel to promote and support student academic and social success. School social workers support students in grades Pre-K through 12 to achieve maximum benefit from their educational opportunities, understand themselves and others, cope with stress and develop decision-making skills. Special education and general education students can receive social work services in either individual, group and classroom settings. Parents are supported by School social workers to effectively participate in their student's education, understand and meet their student's social-emotional needs, understand programs available to students with special needs as well as how to effectively utilize school and community resources.

School social workers help schools to understand factors (*i.e.*, cultural, economic, societal, medical) that affect students and how to utilize their resources to meet the educational and social-emotional needs of students.

School social workers participate in the implementation of prevention programs and policies with administration in an effort to address external needs that impact school climate and student academic success not limited to but including truancy, crisis, intervention policies, programs that address Multi-Tier Support System (MTSS), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS) and special education compliance. School social workers use data systems to develop skill-based social work groups to help identify and screen students, maintain personal, social and academic competencies. Thus, the district promotes a safe school environment for all students.

SCHOOL PSYCHOLOGY SERVICES

Provided to students in grades Pre-K through 12. Services consist of identifying students at risk for academic and/or emotional problems through a multi-tiered system of support. The school psychologist develops necessary interventions and monitors the implementation, provides social skills instruction, consults teachers and parents, and conducts special education evaluations.

SUBSTANCE ABUSE COUNSELING

The Lake County Health Department provides a substance abuse counselor for WPS60 Middle and High School students. Students or parents may contact the counselor for further information about this service at Certified Alcohol and Drug Counselor for students between 12-17 years of age, and (847) 377-8200 for 18 and older students.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH CURRICULUM

Throughout the course of the school year, students receive instruction within their classroom consistent with the Illinois social-emotional learning standards. In addition, students may be identified to participate in a variety of preventative programs to assist them in their respective social-emotional development. Please contact the school social worker, school psychologist or guidance counselor at your student's assigned school for additional information.

BULLYING AND SUICIDE PREVENTION

Throughout the course of the school year students participate in preventative programs designed to address the issues of bullying, depression and suicide. These programs may include an educational presentation and/or individual screening. If you have questions or concerns about your student participating in these programs, please contact the school social worker, guidance counselor, school psychologist or building administrator at your child's assigned school.

ENGLISH LEARNERS (EL) PROGRAMS

Waukegan Public Schools offers a Dual Language Education (DLE) Program, Transitional Bilingual Education (TBE) Program and Transitional Program of Instruction (TPI), as required by law, to meet the needs of students of non-English speaking background. These programs provide English Learners educational opportunities that prepare students to meet the State Learning Standards required for all students. Dual Language Program goals include the development of academic competency in both Spanish and English and high levels of academic achievement in order to help students to compete in a global economy.

At the time of registration, all families new to the District complete a Home Language Survey (HLS), in compliance with Article 14C of the Illinois *School Code*. Once a student is identified as having a language background other than English, the law requires the District to administer the English language test, World-Class Instructional Design and Assessment (WIDA).

Parents are notified of test results and are provided an explanation of the scoring criteria for eligibility into the DLE, TBE or TPI Program, and other information about how the programs function and how they would benefit their child. The language assessors explain to parents that the programs are recommended but not obligatory. Parents have the right to accept or refuse these services. Qualifying students are eligible to be enrolled in TBE/TPI program until meeting the State mandated exit criteria, which is currently an overall composite score of 4.8 on the annual ACCESS for EL's.

For students in the DLE program, it is intended that students will stay in the program in order to develop advanced academic skills in both languages after meeting exit criteria. During the 2021-2022 school year DLE will now be available to continuing students through 9th grade.

Questions or concerns regarding English Learners programs may be directed to the English Learners Department at 224-303-1180. *See also* Board Policy 5218.

CPR AND AED TRAINING VIDEO

The Illinois High School Athletic Association provides a training video on cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) on its website at

<http://www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx>. Parents and students are encouraged to visit the website and view the video at their convenience.

ENGAGE

- School Calendar
- Delayed Start Schedule
- Student Attendance
- School Attendance Line
- School Fees and Registration
- Parents/Guardian/Student/Staff Positive Behavioral Interventions and Support Expectations

Waukegan Community Unit School District No. 60
2023-2024 School Calendar



| July 2023 | | | | |
|-----------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| January 2024 | | | | |
|--------------|----|----|----|----|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| August 2023 | | | | |
|-------------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| February 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | |

| September 2023 | | | | |
|----------------|----|----|----|----|
| M | T | W | Th | F |
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| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| March 2024 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
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| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
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| 25 | 26 | 27 | 28 | 29 |

| October 2023 | | | | |
|--------------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| April 2024 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| November 2023 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
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| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| May 2024 | | | | |
|----------|----|----|----|----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| December 2023 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
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| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| June 2024 | | | | |
|-----------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| | | | | |

LEGEND:

| | |
|-----|---|
| DI | District Institute Day (4) |
| XED | Emergency Day |
| HOL | Legal Holiday |
| NIA | Students Not In Attendance |
| NT | New Teacher Orientation (5) |
| RD | Records Day (2) |
| SFD | Students First Day |
| SLD | Students Last Day |
| SPD | School Professional Development Day (1) |

| | |
|-------------------------------|--|
| August 2-8, 2023 | New Teacher Orientation (Great Beginnings) |
| August 9, 2023 | District Institute Day - Welcome |
| August 10, 2023 | District Institute Day - AM |
| August 10, 2023 | District Institute Day - Teacher Preparation (P.M.) Per Contract |
| August 11, 2023 | School Professional Development Day |
| August 14, 2023 | Students First Day |
| September 4, 2023 | Labor Day - District Closed |
| October 9, 2023 | Indigenous Peoples and Immigrants Day - District Closed |
| October 18 - 19, 2023 | Parent Teacher Conferences in the Evening |
| October 20, 2023 | Schools Closed - (12 Month Secretaries and District is in Session) |
| November 22 - 24, 2023 | Thanksgiving Recess - District Closed |
| December 11, 2023 | District Institute Day - Students Not In Attendance |
| December 25 - January 5, 2024 | Winter Break - Students Not In Attendance |
| January 8, 2024 | First Semester Ends - Records Day - Students Not In Attendance |
| January 9, 2024 | Students Return |
| January 15, 2024 | Martin Luther King Day - District Closed |
| February 19, 2024 | Presidents Day - District Closed |
| March 25 - 29, 2024 | Spring Break - Students Not In Attendance |
| April 8, 2024 | District Institute Day - Students Not In Attendance |
| May 21, 2024 | Second Semester Ends - Students Last Day |
| May 22, 2024 | Records Day - Full Day of Teacher Attendance |
| May 27, 2024 | Memorial Day - District Closed |
| May 23 - May 30, 2024 | District Emergency Days (if necessary) |
| June 19, 2024 | Juneteenth Day - District Closed |

| | |
|-----------------------------------|------------|
| 1st Qtr. 8/14 - 10/13/2023 = | 43 |
| 2nd Qtr. 10/16 - 12/22/2023 = | 45 |
| Total First Semester Days | 88 |
| 3rd Qtr. 1/9 - 3/8/2024 = | 42 |
| 4th Qtr. 3/11 - 5/21/2024 = | 46 |
| Total Second Semester Days | 88 |
| Total Student Days | 176 |

| | | |
|---|------------------|--------------------|
| Parent-Teacher Conferences Schedule | | |
| For Both Evenings on October 18 and 19 | | |
| PreK & Elementary | | |
| Oct. 18 | 4:30 p.m. | - 7:30 p.m. |
| Oct. 19 | 4:30 p.m. | - 7:23 p.m. |
| Middle Schools | 4:30 p.m. | - 7:37 p.m. |
| High Schools | 4:30 p.m. | - 7:37 p.m. |

DELAYED-START SCHEDULE

Instead of calling for a full school closure when situations may not require it, the District will use the emergency calling system to announce a “delayed start” instead. This could be in the case where additional time might be needed to clear snow from roads, sidewalks, and parking lots. The schedule below will be followed when a “Delayed-Start Schedule” is announced.

| School Location | Normal Start Time | Delayed Start Time | Ending Time | Notes |
|---|-------------------------------|--|-------------|--|
| Robbie Lightfoot Early Learning Center | 8:25 AM 12:28 PM | AM Classes are canceled. PM Classes are at normal time (12:28 PM) | 3:03 PM | |
| Early Elementary Schools: Carman-Buckner Cooke Magnet Glen Flora Greenwood Hyde Park Lyon Magnet North Whittier | 8:30 AM Pre-K 8:25 AM | 10:30 AM* | 3:03 PM | * Prekindergarten: AM Classes are canceled. PM Classes start at normal time 12:28 – Prekindergarten |
| Late Elementary Schools: Clark Clearview Glenwood Little Fort McCall Oakdale | 9:15 AM | 11:15 AM* | 3:48 PM | * Prekindergarten: AM Classes are canceled. PM Classes start at normal time 1:13 Prekindergarten |
| Washington Elementary | 9:05 AM | 11:05 AM | 3:55 PM | * Prekindergarten: AM Classes are canceled. PM Classes start at normal time (12:49) |
| All Middle Schools | 7:20 AM | 9:20 AM | 2:15 PM | |
| High School | 7:15 AM Regular 8:15 AM | Period 1 begins at 10:00 AM | 3:10 PM | Students will travel between campuses on delayed start days |

STUDENT ATTENDANCE

RESPONSIBILITIES

Both the student and his/her/their parents/guardians have attendance responsibilities. It is expected that the student attends each of the student's classes on a daily basis. Illinois law makes the parent or guardian responsible for student attendance.

Contact information: Also required by law, parents/guardians must provide a telephone number where they can be reached. The District requires one (or two at most) telephone numbers at the time of the child's enrollment in school; any change in telephone number should be reported to the student's school immediately.

Reporting absences: Parents or guardians have the duty: (1) authorize any absence from school, and (2) to notify the school of any student's absence in advance, where possible, or as soon as practicable. Notification and authorization by the next morning is encouraged.

How to report absences: The parent must call the Main Office and state who is calling, his/her/their relationship to the student, the date and periods to be missed, and a valid reason for the absence. All telephone calls reporting absences must be received at the schools by 8:00 a.m. on the following day for the absence to be excused. Notes excusing a student from school generally will not be accepted unless the parent/guardian has verified with the administrator in charge of attendance that he/she/they have no telephone at his/her/their residence which could be used to timely notify the District of an absence.

RIGHTS

The law requires that schools make a good faith effort to contact parents each day that a child in Pre-K through 8th grade is absent from school. The objective of the rule is to ensure that parents know that their child is out-of-school and provide them with the opportunity to take appropriate steps at home to address unexcused absence(s).

Absenteeism can be a sign that a student or family in the community is in distress or in need of services or supports. The District may provide information to families regarding appropriate service providers in the community or services through the District where appropriate and available before taking administrative action that excludes a student from the learning environment.

Notice to Parents or Guardians from School. Prior to a child's enrollment in a public school, the School District shall notify the parents, legal guardians, or other persons having legal custody of a child, of their responsibility to authorize any absence and to notify the school in advance of, at the time of any such absence, or as soon as practicable.

EXCUSED AND UNEXCUSED ABSENCES

Each school records excused and unexcused absences.

VALID ABSENCE EXCUSES

The Illinois *School Code*, Sections 5/26-1 and 5/26-2a, recognizes specific forms of absences from the school day or part of the school day as valid reasons for not attending school. The following absences are considered excused when reported by 8:00 a.m. on the following day:

1. Illness for reasons of physical or mental/behavioral health;
2. Hospitalizations, doctor's appointments or appointments for immunizations;
3. Administrative absences, such as counselor, dean, or other office appointments;
4. Death in the family or family emergency (family vacations or special occasions do not constitute an emergency)
5. Mandatory court dates;
6. Observance of religious tenets or holidays, or participation in religious instruction; and attendance at confirmation classes for students between 12 and 14 years of age;
7. College visits;
8. School related field trips;
9. Circumstances which cause reasonable concern to the parent for the health or safety of the student;
10. Necessary and lawful employment, as certified by the Superintendent or the Superintendent's designee and approved by the Board;
11. Tardiness, when related to a late bus, weather conditions, illness or family emergencies verified by the parent;
12. Written parental excusal from classes where instruction is provided regarding recognition and avoidance of sexual abuse, sex education, AIDS instruction, family life or CPR/AED instruction; student attendance and participation in an alternative activity is required; and
13. Absences for sounding TAPS for military honors.
14. Other situations approved by the Principal or required by law.

ABSENCE VERIFICATION.

Schools may require parents/guardians to present medical documentation of physical or emotional conditions causing a student's absence of three (3) or more days, hospitalization, or immunization and doctor's appointments. Students who are absent due to an administrative absence will require a pass. Verification may be required for absences due to funerals, college visits or sounding taps.

The final decision for authorizing an excused absence rests with the school administration.

ADMINISTRATIVE TRANSFER

High school students who fail to regularly attend class(es) may be administratively removed from the class(es) with a recommendation for transfer to an alternative education District program.

PHYSICAL EDUCATION – EXCUSED ABSENCES

Parent/Guardian approval from the school principal or from a person licensed under the *Illinois Medical Practice Act of 1987* as amended.

Medical or religious prohibitions, including those associated with religious fasting, or other excuses as reflected in the Valid Absence Excuses provision of this Handbook are considered acceptable excuses. A student's need for absence from physical education classes for three (3) or more consecutive days or a series of intermittent absences that creates a pattern of absences may necessitate that the parents/guardians present medical or religious documentation of physical, emotional or religious basis causing a student's need for absence. If the excuse is based upon a religious prohibition, the student shall be assigned to another class, instead of a physical education. Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the *Illinois Medical Practice Act*, and/or an IEP or 504 Plan, excuses their participation in the physical education courses provided for children without such limitations.

High School Physical Education Rules and Regulations - Waukegan Public Schools shall offer physical education to every student during the school year as part of the State mandated curriculum. Students are required to pass all of their physical education classes while they are in high school, unless the excuse is consistent with Section 26-7 of the *School Code*. If they do not pass the physical education class offered, for one or more of the reasons outlined below, it is the student's responsibility to take the class over in summer school or the regular school year, at the expense of the student.

1. All students are required to pass 3½ years of physical education to be eligible to graduate.

2. All students are required to pass one semester of health opposite their PE class their freshman year.
3. Students who fail Physical Education due to the lack of participation, attendance, or an invalid excuse, will be subject to a fee equivalent to the cost of a summer school course if the student chooses to retake the failed course during the regular school year, subject to availability.
4. This policy transfers the implications of students failing to participate in PE from the District to the student and their families.
5. The cost of summer school physical education class will be determined annually by the Board of Education.
6. All physical education students must wear a school approved T-shirt (gray or yellow) and shorts (black or purple) to PE class. Also, students must wear athletic shoes appropriate for indoor and outdoor activities while attending PE class. Students cannot wear flip flops, open toed shoes, boots, slippers or slip on shoes to PE class. Students may wear athletic clothing with their regular uniform. However, students may not wear jackets, jeans, or street clothes while attending PE class. In the event a student fails to properly dress for PE class, the teacher will instruct the student to return to the locker room and change into proper dress. If the student fails to dress properly for PE class then the student will receive a point reduction for the student's daily score. Students may borrow uniforms, at no charge, in the locker room offices.

Students shall qualify for graduation when the physical education requirements are met, unless the requirement has been waived for a reason allowed by law. Physical education excusals may be available for students who are enrolled in:

1. 11th or 12th grade and: are participants in an interscholastic athletic program or need to take specific classes required for graduation or enrollment in a higher education program and failure to do so will result in an inability to graduate or denial of admission, respectively;
2. 9th -12th grades and: participate in marching band or are enrolled in JROTC;
3. 7th -12th grade and participate in interscholastic or extracurricular athletic programs;
4. 3rd -12th grade and are eligible for special education and need the class time to receive special education services, provided parent consents or the IEP team includes the course substitution in the student's IEP.

Students with an IEP who participate in an adaptive athletic program outside of the school setting also may be excused from the PE requirement upon receipt of appropriate documentation verifying such participation.

MAKE-UP WORK

If you would like your student's teacher to prepare work to be done at home because of your student's extended absence, you must give the teacher advanced notice. It is difficult for a teacher to provide meaningful assignments on short notice. Please contact the school in advance to let your child's teacher know that you would like to pick up work for your student. Make-up work as a result of an out-of-school suspension may also be picked up at your student's school.

UNEXCUSED ABSENCES

Any absence which is not excused shall be recorded as "unexcused". The following absences are examples of unexcused absences:

1. any fraudulent call made by someone other than the parent/guardian;
2. any absence not reported to the school's Main Office by 8:00 a.m. the following school day;
3. tardiness due to oversleeping, car trouble, no ride to school, missing the bus or running late;
4. personal business (or student accompanies parent for personal/family business);
5. activity camps;
6. celebration parades (*e.g.*, St. Patrick's Day) or political marches/rallies;
7. District/State contests or other school activities in which the student is not a participant;
8. single and multiple period unexcused absences; and
9. needed at home.

ADMINISTRATIVE ABSENCES

Any classroom absences or tardiness caused by school procedure will not be counted as unexcused absences. However, students with absences due to disciplinary exclusion(s) will not be eligible for participation in extracurricular activities or school sponsored events or activities during the days/times of recorded disciplinary exclusion(s).

STUDENT PARTICIPATION

Students absent from school during the school day and students who are absent without valid excuse for more than 5% of their enrollment for the current year may not be eligible to participate in school activities such as athletic practices and events, dances, school plays, and club meetings. At the high schools, such violations could cause the forfeit of an IHSA contest or meet.

ATTENDANCE RECORDS

Waukegan Community Unit School District No. 60 maintains permanent attendance records for each student for a period of sixty (60) years after the student graduates, transfers or otherwise permanently withdraws from school. Educational institutions, prospective employers, the armed services or the courts may refer to a student's attendance records at any time during that 60-year period. Therefore, a student should maintain regular attendance at school, and the parent/guardian should contact the school when the student is absent.

SPECIAL LEAVES

The Illinois *School Code* under the compulsory attendance provisions (Section 26-2a) requires students to attend school each day school is in session, absent a valid excuse. As a result, Waukegan Community Unit School District No. 60 encourages all parents/guardians to coordinate vacation plans to coincide with those days on which school is not in session and discourages vacation plans during those days on which school is in session. Regular attendance maintains continuity of the student's learning and is an important factor in a student's progress in school. Those days not approved by the principal will be considered unexcused and may result in loss of credit; however, parents can request written assignments covering vacation periods.

FUNERAL LEAVES

Parents/guardians of students who are close friends of the deceased should contact the school's Main Office notifying the school that permission is granted to allow the student to attend the funeral. Students are encouraged to visit the funeral home in the afternoon or evening prior to a funeral rather than during the school day. Students will be excused during the time of the funeral leave but will be expected to make up all work and assignments missed if required by the student's teacher in the elementary and middle schools or the administration in the high schools.

SCHOOL ABSENCE(S)

A student who is absent without valid cause for an entire school day, or a portion thereof, will be considered unexcused. A student who is absent without valid cause for nine (9) or more of the last 180 regular attendance days is considered to be a chronic truant for whom prior intervention efforts are required to have been offered before a Level 1 Infraction may be issued for unexcused absence.

District Truant officers will offer support to students who have attendance challenges; however, the primary responsibility to see that students attend the entire school day is the parent/guardian. Truant Officer support may include phone calls to parents/guardians, home visits, parent and/or student conferences, and referrals to community resources. Court action may be recommended where needed by the Office of Student Outreach, provided prior intervention efforts have been offered and were unsuccessful.

Waukegan Community Unit School District No. 60 schools, NOT including the Waukegan High School-Washington Campus, operate as closed campuses. Elementary, middle and WHS-Brookside Campus students are not to leave the school building at any time during school hours, including lunch periods. Students are also considered tardy if they are away from their assigned area/classroom in the school building or school property during school hours.

Any student who must be out of a particular classroom during school hours for any reason should have in the student's possession an authorized hall pass signed by a staff member or member of the administration. Students who are not following their prescribed schedule of classes and are not in possession of an authorized hall pass will be considered tardy. Students leaving the school without written authorization during lunch periods may be subject to disciplinary action and also will be considered tardy, if applicable. Students who are habitually tardy during the school day may be subject to corrective measures including, but not limited to, detentions, partial loss of credit, removal from class or removal from the school environment. Intervention with counseling and other student services will occur prior to removal from school.

STUDENT RELEASE FROM SCHOOL

For safety and security reasons, the prior written or oral consent of a student's custodial parent/guardian is required before a student is released from school; (1) at any time other than the regular dismissal times, or other times when a school is officially closed, and/or (2) to any person other than the custodial parent/guardian. Parents or other person(s) authorized to pick up students early from school also are required to present themselves to the school's office and sign the student out. Proof of identification will be requested prior to release of the student.

RE-ADMITTANCE TO SCHOOL/CLASS

Elementary and middle school students returning to school following an absence should report to the Attendance Office for a pass to return to class. High school students should report directly to class; if the WHS Attendance Office received a call excusing the absence, the teachers would have been notified. Students returning to school following an absence for which the Attendance Office has not received a call should also report directly to class. If a student would like to verify an excused absence, it will be the student's responsibility to do so before or after school. Students absent from a particular class period as a result of being detained by a staff member should obtain a pass from the staff member. Students returning from court must present proper documentation concerning the time of the court meeting to the school's Main Office prior to returning to classes in order to clear the student's attendance record.

ILLNESS/ACCIDENTS

Students who become ill or are involved in a minor accident during the school day should obtain a pass from a teacher and report directly to the school nurse. The nurse, prior to the student leaving, verifies that the student must leave school because of illness or injury.

Please note that the School District is not responsible for payment of medical bills due to an injury that has occurred at the school, except in rare instances. All elementary and middle school students will be released to the parent/guardian; their designee, upon receipt of written authorization by the parent/guardian; or, if the parent/guardian cannot be reached, to the

emergency contact listed in the student's school records. High school students are not to leave the school grounds unless the nurse has contacted the parent/guardian or permission has been given by the administration.

PROLONGED ABSENCES

A student who will be absent for an extended period of time due to circumstances beyond the student's control should contact the school's Main Office to make arrangements prior to being absent. Parents/guardians of a student who will be absent for three (3) consecutive days or less due to injury, serious health problems, hospital confinement or other impending difficulties should contact the school's Main Office each day that the student is absent to keep the school informed of the student's progress. Parents/guardians of students who will be absent for extended periods (four or more consecutive days) should inform the school's Main Office as well as the student's guidance counselor in order to make arrangements for homework assignments.

Periods of prolonged absence may require a medical excuse from a physician, physician's assistant or certified nurse practitioner prior to the student returning to school, receiving tutorial services, or receiving full credit for assignments completed. A parent/guardian should contact the school nurse whenever serious or recurring medical problems exist.

ABSENCES DURING SEMESTER EXAMS

Parents/guardians of students absent during final exams should contact the student's Main Office by 8:00 a.m. on the day of the exam. Students who must be absent during the exam period may ask to take "Early Exams." A request to take early exams should be obtained through the student's Main Office and approved by the administration no less than one week prior to the day of exams. The student is responsible for making arrangements with the individual teachers to take exams prior to or following the exam day. Failure to do so will result in a failing grade for any examination missed and possible loss of credit.

PRESCHOOL

Regular attendance is required in the E.P.I.C. preschool program. If your child will be absent, you must report their absence by calling the school's attendance line and indicate the reason. Your child may be dropped from the program by the Program Coordinator for chronic and/or consecutive unexcused attendance issues that are not improved with outreach efforts.

Absences for preschool students will be excused for the same reason absences are excused for students in kindergarten through 12th grade. Bus scheduling delays also will be considered excused. Vacations during regular school attendance days are discouraged and require principal approval to be excused; however, if a student will be absent due to a vacation, a vacation form must be filled out with the Main Office of your student(s) school and make up work may be requested.

TARDINESS TO SCHOOL and CLASS

Parents/guardians of students arriving late to school should contact the school's Main Office prior to the student's arrival at school. Tardiness due to a late bus, weather conditions, illness or family emergencies that are verified by a parent/guardian will be considered excused, entitling the student to the same privileges as an excused absence. Tardiness due to running late, over sleeping, missing the school bus or failure to attend class will be considered unexcused. Tardiness due to special circumstances will be determined as excused or unexcused by the school building administration. Habitual tardiness will have a detrimental effect on student progress and may result in loss of credit or the imposition of discipline. Before any imposition of discipline or removal of credit, students with repeated tardiness incidents will have an opportunity to problem solve with staff around what is contributing to the student's tardiness and be offered appropriate and available support services targeted to improving full class attendance. Students must report to the school's Main Office so that parents/guardians are aware of the time of arrival.

Students have been given an appropriate amount of time to move from one class to another during the school day and are expected to arrange their traffic patterns so that they will be in class ready to begin when the class bell rings. Students also are expected to attend all of their classes, for the full class period, each day school is in session.

SCHOOL FEES & REGISTRATION

***SCHOOL FEES FOR FY 2023-2024**

1. **Fee Amount.**

Early Registration:

| Kindergarten | 1 – 5 | 6 – 8 | 9 – 12 |
|----------------|-----------------|-----------------|-----------------|
| <u>\$98.00</u> | <u>\$128.00</u> | <u>\$143.00</u> | <u>\$158.00</u> |

After school begins:

| | Kindergarten | 1 – 5 | 6 – 8 | 9 – 12 |
|---|-----------------|-----------------|-----------------|-----------------|
| 1 st Semester | <u>\$120.00</u> | <u>\$150.00</u> | <u>\$165.00</u> | <u>\$180.00</u> |
| 3 rd 9 weeks | <u>\$113.00</u> | <u>\$135.00</u> | <u>\$150.00</u> | <u>\$165.00</u> |
| 4 th 9 weeks | <u>\$105.00</u> | <u>\$120.00</u> | <u>\$135.00</u> | <u>\$150.00</u> |
| | | | | |
| Athletic Fees (for those participating in 1-3 sports) | None | None | None | \$100 |

Fees also may be charged during the course of the school year for participation in approved field trips and extra class activities. Parents will be notified in advance when such fees apply.

Volunteer in Lieu of Fees. This new program supports the substitution of volunteer services by parents or students in School or District-Wide sponsored, pre-approved volunteer activities for credit toward school fees. Volunteer services in lieu of fees are available on behalf of any student, irrespective of ability to pay. The Volunteer Hour Form will be used to track eligible volunteer hours. Parents guardians or students will provide this completed from to their main office staff where their student account will be credited toward their school fees. Parents or students whose volunteer services exceed the amount needed to cover the cost of a student’s school fees in any particular year will be carried over to the following year or may be applied to the fees of another of the parent’s children. Volunteer service credits have no redeemable value outside of credit toward District school fees. For every hour of volunteer service provided, a credit toward fees will be applied. For school related volunteer activities, an hour of volunteer time earns \$20.00 fee credit. Parents or guardians can determine which of their children’s accounts the credit goes toward. For district-wide volunteer activities, an hour of volunteer time earns a \$20.00 credit redeemable for all students in the household.

Example: If a parent volunteers at their child’s elementary school and has 3 children in district. They would be eligible for a \$20 credit per hour, because it is a school event. On the other hand, if a parent volunteers at a district-wide event and they would be eligible for a \$20 credit per hour for each of their 3 children.

2. **Refunds of School Fees.** The Board of Education has determined that no refunds will be made except to those students who move during the summer and who do not enter school in the fall or consistent with Board policies governing refunds for canceled field trips or extra class activities.
3. **Fee Waivers.** The District waives fees, and fines for lost school property, for persons unable to afford them in accordance with its policy on Waiver of Student Fees. For a copy of the District’s policies on School Fees and Waivers of Fees (3203) or for further information contact your local school principal or the District offices, Waukegan Public Schools, 1201 N. Sheridan Road, Waukegan, IL 60085, 224-303-1000, or go to the District’s website: www.wps60.org, under Board of Education and then Board Policies..
 - A. Fee waivers are based on meeting the financial eligibility threshold established for the School Breakfast/Lunch Program; receipt of SNAP or TANF support under Public Aid; the student’s status as a DCFS ward or foster child, if such status continues to allow for automatic eligibility; a parent’s status as a veteran or active-duty

military whose income is at or below 200% of the federal poverty level; or Superintendent approval based on homelessness, significant loss of income due to parent illness or injury, or other exigent circumstances impacting a family's ability to pay school fees. Parents/Guardians of students who are eligible may apply for a fee waiver at any time.

- B. Students who qualify for free breakfast/lunch at the time of registration are considered as eligible for a fee waiver.
- C. If a student's eligibility status changes after the time a waiver is approved, the student shall be charged a prorated fee based upon the number of school days remaining in the school year.

4. **School Fee and Other Debt Collection Procedures.**

- A. Student fees, fines, tuition or other costs may be paid by way of cash. Parents will be provided written notice of late payments when they occur and given a definite period of time by which to submit payment or apply for a waiver, if eligible. Notice of the availability of the waiver shall be included with each invoice or notice of late payment.
- B. Questions regarding the validity of the amount charged or the availability of alternate payment options should be addressed to the building principal. Decisions resulting from that meeting may be appealed to the Office of Business and Financial Services, 1201 N. Sheridan Rd., Waukegan, IL 60685.
- C. Under the Illinois School Code, 105 ILCS 5/10-20.9a, no public high school of a school district shall withhold a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account. The District may initiate debt collection procedures through contact with debtors, engagement of a collection agency or request for assistance from the Illinois Office of the Comptroller. Parents/Guardians may also refer to Policy 3208 for additional information concerning the general procedures followed by the District with respect to collecting outstanding debts due the District. *See* District Policy 3506 for fee collection procedures related to meal services.

1:1 ELECTRONIC DEVICE REPAIR AND REPLACEMENT COSTS

| REPAIR AND REPLACEMENT COSTS (subject to change from school year to year) | |
|---|-------------------------------|
| Descriptions | Repair Costs |
| Total Device Replacement (lost/stolen/unusable) | \$150-300 |
| Screen Replacement | \$28-75 (Non-touch and Touch) |
| Keyboard/Palmrest/Trackpad | \$22-\$48 |
| Key Replacement | \$3 |
| Top Case | \$17-\$33 |
| Bezel | \$5-\$25 |
| Bottom Case | \$5-\$19 |
| Power Adapter | \$7.50-\$18 |
| Protective Case | \$25 |
| Speaker | \$5 |
| Wi-Fi Card | \$10-\$15 |
| Camera | \$5-\$15 |
| PAYMENTS | |
| <ul style="list-style-type: none"> • Parents can view and pay current repair costs due by visiting: http://www.wps60.org/operations/online_payments • Students can view current repair costs due by visiting: https://icsis.wps60.org/campus/portal/waukegan.jsp | |

These costs will apply when the manufacturer determines the damage was not accidental; that is, when the repair is not covered under the district’s warranty plan.

Replacement costs for lost school property may be waived for students of parents who are unable to afford them, including households who meet the federal eligibility criteria for free breakfast or lunch, or students experiencing homelessness as verified by the District’s McKinney-Vento liaisons. Any request for waiver of replacement costs should be submitted to the principal of the building the student attends, with a copy to the Associate Superintendent for Information Technology, Dr. Josue Cuevas, at jcuevas@wps60.org.

ITEMS NEEDED FOR REGISTRATION

DOCUMENTATION OF LEGAL GUARDIANSHIP/CUSTODY ADDRESS AND ACADEMIC STATUS

1. **An original Certified Copy of Birth Certificate - (no faxed or hospital copies accepted) - Preschool, Kindergarten and New Students only.** The school will make a copy of the birth certificate for its files and return the original certified copy to the person enrolling the student. If the person enrolling the student does not possess an original certified copy of the birth certificate at the time of enrollment, he/she/they will be given 30 days to obtain and present the documentation. *See also*, “Missing Birth Certificate”.
2. **Proof of Residence.** Proof of residency and a notarized statement from landlord/homeowner must be submitted for new students and those students entering kindergarten, sixth, and ninth grades. *See also*, “Residency Verification” below. Two of the following are needed:
 - **Current Lease.** Must have parent/guardian’s name/signature, landlord’s name/signature, current address and dates the lease is in effect.
 - **Mortgage Papers.** Must provide documents showing possession of property—not closing date.
 - **Gas Bill.** Must be current (within 2 months), must be in parent/guardian name and show service address.
 - **Electric Bill.** Must be current (within 2 months), must be in parent/guardian name and show service address.
 - **Water Bill.** Must be current (within 3 months), must be in parent/guardian name and show service address.
 - **Illinois Driver License or State Identification Card.** Must be current and in parent/guardian’s name.

3. **Notarized Statement from Landlord /Homeowner** forms are available at Student Support Services. Landlords or homeowners must complete the form, and have the signature notarized. A utility bill (gas or electric only) showing the name of the Landlord/Homeowner and service address must be attached.
4. **Proof of Legal Guardianship/Custody.** For student(s) whose parents are divorced or separated or who are living with a court appointed legal guardian, a certified copy of the court order addressing child custody and educational decision-making authority of each parent (*i.e.*, custody order or parental responsibility order) and establishing that the parent enrolling the student is providing the primary residence of the child and that the parent has educational decision-making authority for the child. *See also*, “Legal Guardianship/Custody” below.
5. **ISBE/Attestation Enrollment and Residency.** For students who are living with an adult other than the student’s natural or adoptive parents or a court appointed legal guardian and that adult has assumed care and custody of the student for reasons other than to access the district’s schools and is providing a regular, fixed place of night time abode for the student. *See also*, “Legal Guardianship/Custody” below.
6. **Placement in Foster Care or with a Relative Caretaker.** For students under the legal guardianship of the Department of Children and Family Services who have been placed in foster care, verification of a best interest determination having been made that the student enroll in or remain enrolled in the district when eligible. For students who have been placed with a relative caretaker who is receiving Public Aid on behalf of the student, proof of receipt of public aid.
 - **Record of Current Physical** required by the Illinois *School Code*, 105 ILCS 5/27-8.1 and Policy 6030. *See also*, “Physical and Immunizations” below.
 - **Record of Immunization** required by the Illinois *School Code*, 105 ILCS 5/27-8.1 and Policy 6030. *See also*, “Physical and Immunizations” below.
 - **ISBE Student Transfer Form** required if a student is coming from another public school within the state of Illinois. 105 ILCS 5/2 – 3.13A and Policy 6030. *See also*, “Denial of Enrollment for Period of Suspension or Expulsion” below.
7. **Parent Certification of Good Standing.** Required for students transferring from out-of-state, certifying that the student is not subject to a suspension or expulsion that has not been completed as of the time of transfer. 105 ILCS 5/2-3.13a(b).
8. **Optional:** For new to District students, having the following items would be helpful:
 - **Transcripts** and/or records of grades (not required) from previous District.
 - **Special Education Records** or a copy of a current Individualized Education Plan (IEP) (if a child is receiving or being evaluated for special education services at the time of transfer).
 - **Copy of a current 504 plan.**
 - **English Learner Records** or a copy of notice of placement in transitional bilingual education programming (if a child is receiving services as an English Learner at the time of transfer.)

MISSING BIRTH CERTIFICATE

No student may be refused enrollment or otherwise excluded from school for lack of a certified copy of a birth certificate or other reliable proof of a child’s age and identity. However, the *Missing Children Records Act* and the *Missing Children Registration Act* requires the school to notify local law enforcement if a person enrolling a student for the first time has not produced a certified copy of the child’s birth certificate or other reliable proof of child’s age and identity within 30 days of enrollment. “Other reliable proof” consists of a passport, visa or other governmental documentation of the child’s identity and an affidavit as to why the birth certificate is not available. (*See* 325 ILCS 50/5(b) & 55/5b).

The District considers a certified copy of a birth certificate to be available if it can be obtained by the parent/guardian from the vital records office of the county in which the child was born or, if the child was born outside of Illinois, its equivalent, absent extraordinary circumstances. If at the time of enrollment, the birth certificate or, when applicable, other reliable proof is not available, the school must notify the person enrolling the student that he/she has 30 days to produce the birth certificate or other reliable proof.

If the documentation is not received by the end of that 30 days, the school is required to notify local law enforcement and provide the person enrolling the student with notice of an additional ten (10) days to present the documentation. As far as the school is concerned, if the school has referred the matter properly and provided all proper notices to the local law enforcement and the person enrolling the student, the school has no further obligations under the missing children laws.

RESIDENCY VERIFICATION

Except as noted herein, schools are required to obtain proof of residence in this school district from the person seeking to enroll the student. The person presenting proof of residence must have legal custody of the student. If the student is eligible for special education, the student’s parent/guardian must reside within the service areas of the District, unless an exception applies. Exceptions may apply for students who: are in foster care, homeless, participating in an approved exchange program or have reached the age of 18; have been placed by the courts or a state agency in a residential program located within the District’s boundaries; have been granted a health/safety transfer through a written intergovernmental agreement between school districts; have a written tuition agreement between the District and the

student's resident school district to support attendance in a specialized program available in the District; or whose residency is impacted by military obligations of the student's parent(s).

At the time of registration, all new students and all students entering kindergarten, sixth grade, and ninth grade must have proof of residence verified by the principal, dated and signed, with a copy kept in the student's cumulative folder. This proof of residence within the District's service boundaries or documentation supporting that an exception applies is necessary to comply with State law.

1. **Homeless Students.** Students whose families who are suspected of being homeless should be referred to the **McKinney-Vento Liaisons** at the Welcome Center. Documents establishing residency are not required, but the McKinney-Vento Liaisons will confirm the current living situation of the student and may require proof of residency from the homeowner or lessee with whom a student has doubled up or verification of other current living circumstances, when applicable. The District shall immediately enroll the homeless child even if the child is unable to produce records normally required for enrollment, such as proof of residency or other documentation.
2. **Divorced/Separated Parents.** In cases of divorced or separated parents, residency shall be determined based on the residence of the parent who has sole legal guardianship or custody or, in instances of joint guardianship or custody, the residence of the parent who provides the student's primary regular fixed night-time abode.
3. **Students in Foster Care.** If the residence of a student in foster care changes due to a change in placement by DCFS, a best interest determination is required to be made in regard to the district in which the student's educational services should continue.
4. **Students Impacted by Military Obligations of Parents.** If the student's residence changes due to the military service obligation of a person who has legal custody of the student, it is the obligation of the person who has legal custody of the student to request in writing that the residence of the student remain the same residence as immediately before the change in residence caused by the military service obligation, for the duration of the military assignment. The District, however, shall not be responsible for transportation to or from school for the student (105 ILCS 5/10-20.12b (a-5)). When a special power of attorney exists associated with deployment to active duty, the wishes of the parent/legal guardian regarding school enrollment will control. 105 ILCS 70/30. *See also*, Parents/Guardians Deployed to Active Military below.
5. **False Enrollment – Criminal Penalty.** Knowingly enrolling or attempting to enroll a student in the District when the person enrolling the student knows the student is not a resident of the District and/or knowingly and willfully providing false information regarding a student's residency for the purpose of having the student attend the Waukegan Public Schools is a Class C misdemeanor. Additionally, the student may be barred from continued attendance and a tuition fee charged for the period of time attended if found to be a non-resident after the person who has enrolled the student is given an opportunity for a residency hearing before the Board.

LEGAL GUARDIANSHIP/CUSTODY

Persons seeking to enroll students in the Waukegan Public Schools who are not the natural or adoptive parents of the student(s) must submit to the District at the time of registration or upon request proof of legal guardianship or, if applicable, legal custody as that term is used in the *School Code*.

1. **Legal Guardianship.** A certified copy of the court order granting legal guardianship of the student to a person who is not the student's natural parent for reasons other than to access the District's schools. When a student's parents/guardians are divorced or separated, a certified copy of the most recent court order addressing legal guardianship, custody and educational decision-making agreements between the parents is required.
2. **Legal Custody.** Legal custody for students who are not special education eligible may be established by adults who have assumed primary care and custody of a student and are providing a regular, fixed place of nighttime abode within the District for reasons other than to access the District's schools by completion of the ISBE/Attestation Enrollment and Residency form. A *Power of Attorney* or a statutory short term guardianship form indicating a transfer of care and custody for non-educational reasons also may be acceptable, subject to District review and approval. Relatives of a student who have been given custody of a child and are receiving public aid benefits on behalf of that child may submit evidence of the same to establish legal custody. 105 ILCS 5/10-20.12a.

All documentation regarding legal guardianship or caretaker custody or residency **MUST** be kept in the student's cumulative folder and updated when a change occurs.

PHYSICAL AND IMMUNIZATION REQUIREMENTS

All students must submit proof of immunizations and a physical examination. Dental examinations, vision examination, diabetes screening and lead screening are also required for some grades.

Age appropriate developmental and social and emotional screenings are part of the required physical examinations as of the 2021-2022 school year.

Please check with your child's school nurse so he, she, or they can assess all records to be certain they are up-to-date.

All students who are new to the District, regardless of grade, must submit their physical examination, including

tuberculosis screening and diabetes screening, and current immunizations. Students who are homeless shall be referred to the McKinney-Vento Liaison if necessary for assistance with these requirements. (*See also*, Policy 6030).

1. **Schedule of Required Documents.** Examinations other than dental exams must be within one year prior to the year noted, and proof of immunizations and a physical examination must be received by the 10th day from the start of the school term, except new residents shall have 30 days from the date of enrollment to submit the forms. Dental exams must be conducted by May 15 of the school year required. Vision exams must be conducted by October 15.
 - a. Preschool. Physical examination; including tuberculosis screening, diabetes screening, and lead screening; and current immunizations.
 - b. On entering Kindergarten or First Grade. Physical examination; including tuberculosis screening, diabetes screening, and lead screening; current immunizations, dental examination, and vision examination.
 - c. Second Grade. Dental examination (in addition to physical examination and immunizations already on file).
 - d. Sixth Grade. Physical examination; including tuberculosis screening and diabetes screening; and current immunizations, and dental examination.
 - e. Ninth Grade. Physical examination; including tuberculosis screening and diabetes screening; current immunizations.
 - f. Twelfth Grade. Two doses of MCV4 (Meningococcal Conjugate Vaccine) in addition to physical examination and immunizations already on file. A second dose of MCV 4 must be administered on or after the 16th birthday. If the first dose is received at 16 years of age or older, only one dose is required
2. **Failure to Comply.** Failure to timely provide proof of immunizations or physical exams, or a valid confirmation of a medical exemption on the health examination form, or a signed and valid certificate of religious exemption, may result in the student's exclusion from school until it is received, as required by the *School Code*.

Students will not be excluded, however, if the health exam documentation presented fails to reflect completion of a developmental or social and emotional screening. Parents of students who were not screened by their health care provider for delays in developmental or social and emotional growth may contact the student's teacher, building principal or Diverse Learners Department 224-303-1122 to request screenings if they have concerns that their child may have a disability and in need of an evaluation for special education services or accommodations. *See* Child Find in Section III for further information. Failure to timely provide proof of dental or vision exams may result in withholding of report cards until proof of examination is received.

PARENTS/GUARDIANS DEPLOYED TO ACTIVE MILITARY DUTY

At the time of registration, a parent/guardian voluntarily may disclose whether the student has a parent/guardian who is a member of a branch of the armed forces of the United States and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are enrolling or maintaining residency consistent with directions provided in a special power of attorney or short-term guardianship papers properly executed by their parent(s) prior to deployment may attend tuition free for the duration of active duty plus 30 days. If a school transfer is involved, students initially will be placed in grade level/classes comparable to the grade level/classes attended prior to transfer, to the extent such classes are available. This does not preclude adjustments based on future assessments of the student's performance and needs. Reasonable efforts will be made to facilitate the timely graduation for students who transfer in their senior year through program adjustments such as prerequisite course waivers, course substitutions or coordination of diploma issuance by the student's former school if the student would not otherwise be able to meet the District's graduation requirements solely for scheduling reasons.

ENROLLMENT DENIAL FOR PERIOD OF SUSPENSION OR EXPULSION

Students wishing to transfer into the District must complete any outstanding period of suspension or expulsion issued by the transferring school for any misconduct prior to enrollment unless the Board of Education authorizes the student's participation in an alternative school program, whether the transfer is from within or outside of the State of Illinois.

ENROLLMENT DENIAL FOR FAILURE TO MEET ATTENDANCE STANDARDS

1. A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:
 - a. The student was absent without valid cause for 20% or more of the attendance days in the semester immediately preceding the current semester.
 - b. The student and the student's parent/guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.
 - c. The student's parent/guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with the student's right to due process.
 - d. The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.
 - e. The student is absent without valid cause for 20% or more of the attendance days in the current semester.

2. A school or school district may not deny enrollment to a student (or re-enrollment to a dropout) who is at least 17 years of age or older but below 19 years for more than one consecutive semester for failure to meet academic or attendance standards. *See*, Policy 6001.

ENROLLMENT DENIAL – STUDENTS 19 YEARS OF AGE OR OLDER

Students 19 years of age or older who have dropped out-of-school and, because of age and lack of credits, cannot graduate by the student's 21st birthday, attending classes during the regular school year, shall not be enrolled.

The student may appeal any such denial for a hearing before the Board of Education. The Board may, but is not required to, enroll the student in an alternative learning program at the recommendation of the Superintendent or the Superintendent's designee. This provision does not apply to students with disabilities eligible for services under IDEA. *See*, Policy 6001.

WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT No. 60

PARENTS/GUARDIANS/STUDENTS/STAFF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT EXPECTATIONS COMPACT

Each student has the right to attend school in an environment that is safe, free of disruptive influences, and conducive to learning thereby providing ample opportunity to acquire knowledge and skills that are commensurate with his or her maturity, interests, and abilities. School personnel, parents/guardians and students have a responsibility to develop and maintain an atmosphere that is compatible with this right. This includes understanding the challenges and benefits of diversity, fostering respect for people and cultures different from their own and creating solutions that improve access when barriers to learning or participation are identified, engaging community partners when appropriate, while maintaining high expectations across all schools. The rules and policies contained herein are intended for use by parents, students, staff and school administration in support of effective classroom and school management procedures developed and implemented by school personnel.

PARENT(S)/GUARDIAN(S) EXPECTATIONS

1. Keep in regular contact with your student's teachers concerning his/her/their conduct and progress.
2. Assure that your student attends school daily, and promptly report and explain an absence or tardy to school. Please call the school within one hour of the school's start time.
3. Provide the student with the resources needed to complete class work.
4. Support the student's overall health and wellbeing.
5. Attend conferences and maintain contact with faculty and staff regarding your child's work and experiences at school
6. Report immediately to school authorities any school-related problem or condition which affects your student or other students of the school community.
7. Discuss report cards, evaluations, and homework assignments with your student(s) on an on-going basis.
8. Maintain accurate and up-to-date homework and emergency telephone numbers at the school.
9. Assure that your student is picked up from school at the end of the school day or activity, in a timely manner.

STUDENT(S) EXPECTATIONS

1. Attend all classes daily and on time.
2. Come to class with appropriate working materials and ready to learn.
3. Be respectful to (all) individuals and property.
4. Conduct themselves in a safe, responsible manner and learn from each other's strengths and differences.
5. Arrive clean and dressed in accordance with Policy 6041 to Address Appropriate Student Appearance.
6. Abide by the rules and regulations set forth by the Board of Education, administration, building principal, individual classroom teacher and support staff.
7. Be responsible for themselves and complete work to the best of their ability

STAFF EXPECTATIONS

1. Recognize and understand student needs and promote worth, dignity and educational success for all students.
2. Make every reasonable effort to maintain regular communication with parents and to engage parents and students in the learning process.
3. Involve students in the development of clear and concise classroom expectations.
4. Maintain an atmosphere conducive to learning and for appropriate behavior.
5. Provide appropriately differentiated instruction to meet the needs of all students.
6. Implement effective classroom management practices, reinforce appropriate behaviors, and use a consistent approach to improve behavior.
7. Maintain positive working relationships with staff, parents, students and visitors to the schools.

8. Know that your work is incredibly valuable--even on days when no one remembers to say thank you for your valued contribution.

ADMINISTRATION EXPECTATIONS

1. Recognize and understand student needs and promote worth, dignity and educational success for all students.
2. Maintain and encourage regular communication among staff, parents and students.
3. Establish clear and consistent school-wide expectations for students.
4. Maintain a school climate characterized by safety, security, and respect in order to promote appropriate behavior and educational excellence.
5. Establish and consistently implement effective disciplinary practices based on fair and impartial treatment of all students. Establish preventive measures to address students who have demonstrated behaviors that put them at risk for aggressive behavior.
6. Involve the community in improving the quality of education for all students within the school setting.
7. Promptly notify parents if a condition exists that may affect their student's health and/or safety.
8. Ensure compliance with State and federal laws and District policies as they apply to staff, students and visitors to the schools.

RIGHTS

- Know Your Rights
- Student Rights and Discipline
- Civil and Legal Rights
- Safe Haven School District
- Student Records-Maintenance and Confidentiality, including Directory Information
- Student Online Personal Protection Act (SOPPA)
- Title IX/Non-Discrimination Coordinators

Know Your Rights

1. **Services for Students after Suspension or Expulsion** - Schools must create a policy to facilitate the re-engagement of students who have been suspended or expelled from school. *See*, Policy 6013, Suspension and Expulsion of Students.
2. **Release of Directory Information – Waukegan Police Department.** The district releases student name and address information to the Waukegan Police Department to assist officers in maintaining a safe educational and community environment for students, staff and community members. **If you DO NOT want your student’s name and address released, you must return the form located in this Handbook.** This opt-out right does not apply to sharing information with law enforcement personnel when a student is at risk of involvement in the juvenile justice system.
3. **Release of Directory Information – School Media/Publications & Student Interviews.** The district releases certain information about students in school media or school related publications such as the school newspaper, yearbooks, District web pages, student activity programs or rosters. The district also from time to time allows third party media or the PTA to photograph or interview students in relation to District activities, with adult supervision. **If you DO NOT want your child’s information shared, you must return the form located in this Handbook.** Further information about the type of information shared is located on the form.
4. **Dress Correction.** At no time may a student be *shamed* regarding attire. Clothing choices should be *addressed privately* with the student. In some cases, students may be asked to change to attire that complies with the dress code or take other action to reflect the district’s dress expectations.
5. **No student shall be held responsible for another student’s distraction due to attire.**
6. **Up to Three Days Out-of-School Suspensions.**
 - a. *Documents that the school must provide.* A written decision must include: (1) the specific act of gross disobedience or misconduct, (2) an explanation of the rationale for the duration of the suspension, and (3) notice of the right to review by the Board or a hearing officer appointed by the Board.
 - b. *Required action by the school.* This suspension may be used only if the student’s continuing presence in the school poses a threat to school safety or a disruption to other students’ learning.
 - c. *Make-up Work.* Students must be provided an opportunity to make-up any missed work for equivalent academic credit.
7. **Four-Day Out-of-School Suspensions.**
 - a. *Documents that the school must provide.* A written decision must include: (1) the specific act of gross disobedience or misconduct, (2) an explanation of the rationale for the duration of the suspension, and (3) notice of the right to review by the Board or a hearing officer appointed by the Board. Also, the **school must document** whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions.
 - b. *Required action by the school.* This suspension may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student’s continuing presence in the school poses a threat to the safety of other students, staff or the school community, OR substantially disrupts, impedes or interferes with the operation of the school.
 - c. *Make-Up Work.* Students must be provided an opportunity to make-up any missed work for equivalent academic credit.
8. **Five to Ten-Days Out-of-School Suspensions.**
 - a. *Documents that the school must provide.* All of the documents required for 4-day suspensions are also required for suspensions of 5 to 10 days. The school must also document whether appropriate and available support services are to be provided or whether it was determined that there are no appropriate and available services for the student.
 - b. *Required action by the school.* All of the actions and interventions required for 4-day suspensions are also required for suspensions of 5 to 10 days.
 - c. *Make-Up Work.* Students must be provided an opportunity to make-up any missed work for equivalent academic credit.
 - d. *Support Services.* Students who are suspended must be provided with appropriate and available support services during their suspensions.
9. **Expulsions.**
 - a. *Documents that the school must provide:* A written request to appear at a meeting with a hearing officer appointed by the Board to discuss the student’s behavior, including the time and place for the meeting and the right to bring legal counsel, present evidence, and question witnesses.
 - b. *Documents that the School Board must provide after a hearing:* The School Board’s decision must: (1) detail the specific reasons why removing the student from the school is in the school’s best interest; (2) provide a rationale with respect to the specific duration of time for the expulsion; and (3) document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions.
 - c. *Required action by the school.* Schools may expel a student only if other appropriate and available behavioral

and disciplinary interventions have been exhausted OR expulsion is required by State or federal law AND the student's continuing presence in school poses a threat to the safety of other students, staff, or the school community; OR substantially disrupts, impedes or interferes with the operation of the school.

- d. *Support Services*. A school may refer expelled students to appropriate and available support services during the time the student is expelled.
10. **Alternative School Assignment Arising from Misconduct**.
 - a. *Documents that the school must provide*: All of the documents required for a suspension or an expulsion, whichever applies.
 - b. *Required action by the school*. This school assignment may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's continuing presence in the school poses a threat to the safety of other students, staff or the school community, OR substantially disrupts, impedes or interferes with the operation of the school.
11. **Student Records - Challenges**. Parents generally shall have the *right to challenge any entry*, exclusive of grades, in the **school records on the basis of accuracy, relevance, or propriety**. Also, challenges to suspension or expulsion records may not occur at the time of a school transfer. To make such a challenge and to receive a copy of the procedure involved, parents may contact the building principal.
12. **Student Records – Access**. Parents have a right to inspect and copy, or to authorize in writing the inspection and duplication of, student record information relevant to the student. This right transfers to the student once the student reaches the age of 18, unless a legal guardian has been appointed for the student, or once the student graduates, marries or joins the military. Parents of students who qualify as dependents, per the IRS rules, may still have access to student record information once parental rights transfer to the student, but they do not have authority to release or challenge the records.
13. **Delegated Educational Decision Maker**. Students with disabilities who reach the age of 18 may delegate an adult to make educational decisions for them if they do not have a legal guardian appointed by the courts. Additional information and the required form may be requested from the student's case manager.
14. **Student Records – Student Access**. Any student has the right to inspect and copy his, her, or their permanent record.
15. **Transcripts – College Entrance Exam Scores**. Parents may request in writing the removal of one or more scores received on college entrance examinations from the student's academic transcript.
16. **Searches by School Officials**. See, Policy 6040, Student Discipline.
 - a. *School Grounds/Property*. School officials may search school grounds and property, including desks, lockers, busses, vehicles, and unattended personal property of students, at any time while on school grounds/property or at school related activities.
 - b. *Students*. Searches of students or property in their possession may occur when the school official has reasonable cause to believe the search will result in evidence of reported misconduct in which the student is involved. Student searches generally will be conducted by school administrators. A search must stop once the specific suspicion has been dispelled.
 - c. *Assistance of SRO's or Law Enforcement*. School Resource Officers (SRO) or local law enforcement personnel may be requested to assist school administrators with searches involving reasonable suspicion of drugs, weapons or other dangerous substances or materials or when there is an articulable safety concern associated with an intended search. School Resource Officers, additionally, may initiate searches when acting in furtherance of ensuring a proper and safe educational environment consistent with the school's rules. Reasonable and individualized suspicion is required for such searches to take place. By comparison, searches by SROs or law enforcement personnel initiated by SRO's or law enforcement personnel for a law enforcement purpose generally require probable cause and a search warrant.
17. **Detention and Questioning at Schools**. Before a student under the age of 18 may be detained and questioned on school grounds about suspected criminal conduct by law enforcement personnel, school resource officers or other school security personnel, reasonable efforts must be made to contact the student's parent or in the absence of the parent being available, ensure a school staff member is present.

The Handbook contains additional information on these topics and others as well as individuals whom you may contact if you have questions.

STUDENT RIGHTS AND DISCIPLINE

THE DISTRICT FOLLOWS the Illinois *School Code* with respect to all policies regarding student rights and discipline. These policies apply: (1) to all programs sanctioned by Waukegan Public Schools, pre-kindergarten through high school, and (2) whenever student misconduct is reasonably related to school or school activities. This includes conduct which occurs: on or within sight of school grounds, at any time; at all off-campus school-related activities or events or events reasonably related to school; while traveling to or from school or school related activities or events; or 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 reasonably may 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. “School grounds” includes modes of transportation to school or school activities, school bus stops, and any public way within 1,000 feet of the school, as well as school property itself. **Both the home and school partner with each other in the education of a student. When parents/guardians work together with the school many students behavioral concerns resolve themselves.**

At all times, student discipline shall be based upon the behavior and attitude of the student and shall take into consideration the provisions of a behavior intervention plan, if applicable. Corporal punishment is prohibited as a disciplinary measure and includes: slapping, paddling, prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include the use of reasonable force necessary for the protection of the student or others, to gain compliance with a direction to leave an area, or for purposes of self-defense. Disciplinary action shall not be taken in whole or in part based upon a parent’s/guardian’s medical decision(s) for a student, including a decision to refuse psychotropic or psycho-stimulant medication for his or her child. All certificated staff, additionally, shall attend in-service training(s) at least once every two (2) years addressing the best practices in the identification and treatment of attention deficit disorders (ADD and ADHD), non-aversive behavioral interventions in schools, and the use of psychotropic or psycho-stimulant medication for school aged children.

The District shall make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers and staff on the adverse consequences of school exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

DISCIPLINE INFRACTIONS

The District, consistent with Policy 6040, has established a comprehensive listing of behaviors which are inappropriate to the learning environment.-Graduated interventions are to be applied, except in cases of serious misconduct that warrants a significant intervention. Graduated punishments generally move from warnings through counseling or other restorative measures to in-school suspensions, out-of-school suspensions and finally expulsion or stayed expulsion, when applicable. On the other hand, by creating multiple occurrence categories, the Board does not intend to encourage or condone multiple occurrences of the same offense. The discipline policies consider the age, grade level and cognitive ability of the student, as well as the gravity of the offense. Student discipline generally may be imposed up to one year following the date school officials learn of the misconduct, provided the student was enrolled at the time of the alleged misconduct. This time frame may be extended for Level 2 infractions when extenuating circumstances interfered with the District’s ability to act within the one year time frame. Disciplinary consequences which have not been served by the end of the current school year may carry over into the next school year, unless the carry-over is waived by the Superintendent, for good cause.

The discipline infractions in this Handbook are reviewed annually and revised when needed. The effective dates for enforcement are the first day of school through the day preceding the first day of school for the following school year. **We encourage your support of the discipline policies because its purpose is the preservation of student and school safety and quality educational experiences for all of our students.**

School administrators have the right, based on referrals or discipline issues, to prohibit student(s) from participating in or attending after school or extracurricular activities, including graduation, prom, or athletic events; being on school property, including transportation; or attending off campus school sponsored activities related or unrelated to a classroom assignment. In the event that a student is prohibited from participating in a classroom assignment, administrators have the right to provide an equitable alternative that has been approved by the classroom teacher.

Under the *Parental Responsibility Law, 740 ILCS 115/1 et seq.*, parents/guardians may be liable for actual damages up to \$30,000 for the willful or malicious acts of minors who reside with them and who cause personal injury or property damage plus the prevailing plaintiff’s reasonable attorney’s fees and costs. Acts of vandalism which cause damage to school grounds or property provide a basis for the School District or others to seek judicial remedies under this law.

STUDENTS AT RISK FOR AGGRESSIVE BEHAVIORS

In keeping with the District’s commitment to maintain a safe and supportive educational environment, certain behaviors may cause a student to be identified as at risk for and in need of early intervention in order to provide the student with better options and coping skills in the school environment. Early intervention efforts may include, but are not limited to: parents/guardians, student, administrator conference; counseling; participation in group activities designed to address behavior concerns (*e.g.*, conflict resolution training, social skills, and/or problem-solving skill development; or referral to IPST). In every instance of student misconduct involving an at-risk behavior, the student’s parent shall be notified of the occurrence and that the behavior is believed to put the student at risk for engaging in aggressive behaviors in the future. Students who engage in misconduct that constitutes aggressive behavior, *e.g.*, fighting, creation of fire hazards, battery, sexual molestation, vandalism, or use of a weapon, may also benefit from similar intervention efforts, as deemed appropriate by the District staff responsible for student discipline.

BIAS-RELATED INCIDENTS, HARASSMENT, & BULLYING

Bullying, bias-related incidents, and/or harassment of any nature, including sexual harassment, is prohibited. This includes incidents on the basis of the actual or perceived race, color, religion, gender, gender identity or gender expression, sexual orientation, national origin, ancestry, age, marital status, disability, sexual orientation, gender related identity or expression, military status, unfavorable discharge from military service, association with a person or group with one or

more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic, including those established by School Board Policy and the Illinois School Code, including 105 ILCS 5/27-23.7.

Additionally, no student or teacher shall be subjected to bullying, bias-related incidents, and/or sexual harassment: i) during any school-sponsored education program or activity; ii) while in school on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school sanctioned events or activities; or iii) through the transmission of information from a computer, a computer network, cell phone, social networking, or other similar electronic equipment.

Students who feel that they are being bullied, sexually harassed, involved in a bias-related incident or witness the bullying, sexual harassment, or a bias-related incident of others are encouraged to notify school personnel so that appropriate action can be taken to address the allegations. No student shall be retaliated against for reporting or participating in the investigation of alleged bullying, bias-related incidents and/or sexual harassment. Students who engage in bias-related conduct against other students or district personnel are subject to the disciplinary provisions of this Handbook as well as provisions in Board Policies, including 6020 (Equal Educational Opportunity and Nondiscrimination), 6021 (Harassment of Students Prohibited), 4001 (Nondiscrimination), 4002 (Harassment Prohibited), 2110 (Uniform Grievance Procedure), and 2111 (Uniform Grievance Procedure - Title IX Sexual Harassment). For further information on bullying, see the Bully-Level 2 definition. For further information refer to the Definition Section and District Policies: Bullying (6046), Non-Discrimination (6020), Harassment of Students Prohibited (6021), Harassment Prohibited (4002), Uniform Grievance Procedure – Title IX Sexual Harassment (2111) and Student Technology Usage (6043). For current data on bullying, please refer to the following link <http://www.wps60.org>.

CONTROLLED SUBSTANCES, INCLUDING ALCOHOL AND MEDICATIONS

Possessing, using, being under the influence, or transferring or attempting to transfer to others any alcohol; drug-related substances; look-alike unauthorized prescription or over-the-counter medications; other substance whose intended purpose is to intoxicate; or apparatus or paraphernalia designed or intended for smoking, inhaling, injecting or ingesting an illegal substance is strictly prohibited. The possession or use of medical cannabis by students is prohibited in school buildings or on school property, including school transportation vehicles owned, leased or operated by the District or its agents, even if the student otherwise is a registered qualified patient.

FOOD AND BEVERAGES (Pre-K to High School)

Unless authorized by the school administration or pursuant to an IEP, 504 plan or individual health plan addressing food allergies, parents, guardians or other visitors may not deliver food and/or beverages to students during the school day.

Any authorized delivery to a student of commercially prepared food will require the student to eat the delivered food in the office. Free drinking water is available to students in cafeterias during meal periods (self-service).

SUSPENSIONS, REPRIMANDS AND EXPULSIONS

Students may only receive out-of-school suspensions for 1-3 days per incident when the student's continued presence in school would pose a threat to school safety or disruption to other students' learning opportunities.

Students may be suspended out-of-school for 4-10 days per incident, expelled or transferred to a non-district alternative school for misconduct reasons when other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either: (i) pose a threat to the safety of other students, staff or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school. School administrators shall determine on a case-by-case basis whether appropriate and available behavioral and disciplinary interventions have been exhausted and shall make all reasonable efforts to resolve threats, address disruptions and minimize the length of student exclusions to the greatest extent practicable.

Students that are suspended out-of-school for 5-10 school days shall be provided appropriate and available support services during the period of the suspension.

Suspended students, including those suspended from the bus who do not have alternate transportation to school, shall have the opportunity to make up work for equivalent academic credit. It is the responsibility of a student's parent/guardian to notify school administrators that a student suspended from the school bus does not have alternate transportation to school.

A reentry communication process with students and parents/guardians is required following any school exclusion (out-of-school suspension, expulsion, or alternative school placement following disciplinary action).

Subject to the above guidelines, a student may be suspended or expelled from attending school, participating in school-sponsored activities, being on school grounds, or from riding School District transportation for up to two (2) calendar years for acts of gross disobedience or misconduct, as set forth in District's discipline policies. A recommendation of expulsion of a student for a minimum of one year is required anytime the student is found to have brought to school, any school sponsored activity or event or any activity or event that bears a reasonable relationship to school:

1. a firearm; or
2. a knife, brass knuckles or other knuckle weapon regardless of its composition, billy club or,
3. any other object, if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm.

The time period of the mandatory expulsion for a firearm infraction is subject to modification by the Superintendent whose decision may be modified by the Board. The requirement of expulsion for the other mandated expulsion referral infractions

may be adjusted by the Superintendent, whose decision may be modified by the Board. Expulsions for any other reason, including weapons offenses not covered above (*e.g.*, use/attempted use of an object already at school or brought to school by another to cause bodily harm,) may occur at the discretion of the administration and Board, except that no student attending preschool funded through a grant from the ISBE shall be subject to expulsion. 105 ILCS 5/10-22.6(a), (d) & (k). The Board may elect to stay an expulsion in order to allow a student the opportunity to continue that student's education in an alternative school setting. The consequence of a stay of an expulsion is that the student will be allowed to attend instructional classes but will be prohibited from participating in or attending after school or extracurricular activities, including prom, or athletic events; being on school property; or receiving transportation, other than to travel to and from academic classes. The Board, additionally, may include other conditions to a stay of an expulsion, such as prohibiting attendance at graduation or requiring that the student comply with a Re-Engagement Agreement while attending classes, which would be stated by the Board at the time an expulsion is stayed. Failure to attend the alternative program will result in the stay being removed and an expulsion reinstated.

Additionally, for offenses that do not involve drugs, weapons, or serious bodily injury, the administration and parents may agree to the student's placement in an alternative school program without need for an expulsion hearing, subject to the parents providing a knowing and voluntary written waiver of the student's procedural due process rights and final approval by the Board. Any such agreement would stay the period of expulsion otherwise associated with the offense charged pending successful completion of the term of the agreement. If the student successfully completes the term of the agreement, the expulsion would not be placed on the student's record but the referral for expulsion and subsequent agreement would remain a part of the record until such time as deemed appropriate to cull from the record, in accordance with the District's regular record maintenance practices.

In the event of an incident regarding student discipline, we encourage the input of parents and guardians. Parents will receive a written notification of a suspension. A parent/ guardian that questions the appropriateness of an out-of-school suspension may appeal the suspension and have the matter heard by a Hearing Officer appointed by the School Board. The Hearing Officer will compile the evidence and submit findings in a written report to the School Board. The School Board will study the report before making the final disposition of the case. **You may obtain a hearing by filing a Suspension Appeal with the Office of Student Outreach located at 1201 N. Sheridan Rd., Waukegan, IL 60085 within seven (7) calendar days from the date appearing on the Suspension Letter.**

Notices of a possible expulsion will be sent by certified mail. The notice will inform you of why discipline is being imposed and what action will be taken against the student. The notice will explain the procedures in detail and will advise parents of parental rights to participate. In general, students will be provided an opportunity to respond to allegations of misconduct and explain their actions prior to disciplinary actions being determined or undertaken. **When expulsion is recommended, a hearing will be held, at which time the student and his/her/their parents/guardians may present an explanation concerning any problem or incident related to the misconduct for which expulsion was recommended.**

Alternative placements for disciplinary reasons will be implemented in accordance with the requirements of School Board Policy and the Illinois School Code, including 105 ILCS 5/13A-4. For students with disabilities (IDEA or Section 504), additional procedural protections are outlined in later sections.

Students expelled for drug, weapons offenses or battery to staff are limited in transferring to other public schools until the period of expulsion has expired (105 ILCS 5/2-3.13a). Additionally, some schools may refuse to accept a student transfer if the student is subject to suspension or expulsion for any other disciplinary reason, subject to the new school allowing alternative placement for the remaining disciplinary period. *See* Policy 6013 for further information.

REPRIMANDS. The purpose of this option is to give students and parents an opportunity to understand the seriousness of the student's behavior pattern, to provide the student with:

- a) An understanding of the consequences of the student's conduct (socially, academically and authoritatively), and
 - b) An opportunity to minimize the risk of the student's expulsion; and
- to support parents in their efforts to improve student conduct.

A Board Reprimand may be used with any student in the following circumstances:

- a) Level I Offenses where the student's behavior and behavior referrals are escalating or the student is at risk of expulsion, at the recommendation of the building administration, with the concurrence of the Director of Student Outreach;
- b) Level II Offenses where the school administration has requested a Board Reprimand; or
- c) The school administration has recommended expulsion of the student but on review the Director of Safety and Student Outreach has determined the evidence does not support proceeding with the expulsion and the building administration concurs with the Board Reprimand recommendation as an alternative to expulsion. Subject to legal review when questions arise.
- d) Any level of offense for which a Re Engagement Agreement was in effect which the student subsequently violated.
- e) Repetition of a behavior pattern within the current school year.

Parent and student participation in a Board Reprimand is voluntary. If a recommendation for a Board Reprimand is declined by the parent or student for whom parental rights have transferred, the student shall be subject to the behavioral consequences deemed appropriate by the building principal, consistent with the District's behavior code.

For students with disabilities, the Board Reprimand is to be implemented consistent with the Individuals with Disabilities Education Act and Article 14 of the School Code or the Rehabilitation Act, whichever applies.

Students for whom a Board Reprimand is recommended will be provided notice of the Board Reprimand procedures by the Director of Student Outreach.

EXCESSIVE SUSPENSIONS

A student who has received 21 or more days of out-of-school suspension cumulatively within a school term, may be transferred to a District alternative educational program, provided: 1) the student does not pose a safety risk to the students or staff at the alternative educational program, 2) a seat at the student's grade level is available at the time the transfer request is approved, and 3) the alternative educational program can meet the student's educational needs. Parents of students approved for such a transfer will be invited to a meeting with alternative school staff to discuss the student's educational needs and determine the length of time the student shall attend the alternative school program. Parents may appeal an intra-district transfer recommendation in the same manner as allowed for appeal of any other suspension not associated with an expulsion. Excessive Suspension transfers will be implemented consistent with the procedural safeguards available to students with disabilities, when applicable.

SATURDAY SCHOOL

The Board of Education has approved a Saturday Suspension Program for students who have received an out-of-school suspension of two (2) days or more. Parents/guardians may request their student serve part of the student's suspension during the Saturday program for any non-expellable infraction. If you have any questions, please call your child's school.

IN-SCHOOL STUDIES

In-School Studies (ISS) may also be imposed, as the school administrator deems necessary. We recognize that such actions may cause hardship on the families involved for various reasons, and that fact is always considered when consequences are dispensed. However, the best interest of the District and student body as a whole is always the primary consideration.

TELEPHONE NOTIFICATION

Reasonable attempts will be made to inform parents/guardians via telephone of a school related incident.

In cases where efforts are unsuccessful, a notice will be mailed to parents/guardians informing them of the specifics of the incident.

RETENTION/PROMOTION OF STUDENTS EXPELLED FOR PART OF THE SCHOOL YEAR

Expelled students may attend summer school, if conducted, at the discretion of the School Board. Promotion to the next grade level depends upon application of Board Policy 5215, Non-social Promotion Grades K-12.

Expelled students whose expulsions have been stayed and who have attended the Lake County Regional Safe School or other alternative program designated by the School Board, an accredited private school or home school program, and have been successful generally will be promoted to the next grade level without having to attend summer school, provided at the high school level the student has sufficient credits to qualify for the next grade level. (*See also*, Policy 6003, Nonpublic/Non-graded School Students, including Home School Students.)

Expelled students whose expulsions have been stayed and who have been assigned to the Lake County Regional Safe School or another alternative placement, and have not attended regularly, or who have not been successful in the Lake County Regional Safe School program, or other alternative program may need to attend and successfully pass either Lake County Regional Safe School, other designated alternative program or District 60 Summer School, if offered, in order to be promoted.

THE CRIMINAL CODE AND JUVENILE COURT ACT

The *Criminal Code and the Juvenile Court Act* contain several crimes specifically related to the problems of gangs and criminal activity in and around our schools which result in an increased penalty for the offense or the prosecution of the alleged offender as an adult rather than as a juvenile. Examples of such offenses include, but are not limited to: use or threat of harm to solicit or cause a person to join an organization or association, crimes involving specific firearms, and certain drug offenses. As a reminder, in addition to risking increased criminal penalties, the commission of any of these offenses may be an expellable event if it occurs: on or within 1,000 feet of school grounds; at activities or events that are school sponsored or reasonably related to school, whether held on or off campus, or on the way to or from school or anywhere else if the incident interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.

SEXUAL HARASSMENT

In addition to policies governing school system operations generally, specific Board policies prohibit sexual harassment. Plainly, there is no place for sexually harassing behavior in our schools. Thus, the District's Harassment of Students Prohibited Policy 6021, Harassment Prohibited Policy 4002, and Uniform Grievance Procedure – Title IX Sexual Harassment 4111 define and prohibit the types of unwelcome behavior which can occur among students and staff and which constitutes harassment generally and sexual harassment in particular. Parents/ Guardians and students may review

a copy of the District's policies prohibiting sexual harassment upon request from the school principal or designee or can access it on-line at the Districts' website. Sexual harassment shall not be tolerated or condoned. Persons who believe they have suffered or witnessed improper conduct that appears to be sexual harassment should promptly inform a department chairperson, building principal, any staff member or supervisor. Charges will be fully investigated. If students are involved, parents/guardians will be contacted. Disciplinary action will be taken if charges are substantiated after a thorough investigation. Retaliation for reporting in good faith behavior thought to be sexual harassment or participating in an investigation shall not be tolerated and will lead to disciplinary action.

ELECTRONIC DEVICES

Electronic devices have become readily available in today's society. Some devices are for purely recreational purposes, *e.g.*, hand-held electronic games and iPods, while others serve a more practical purpose such as contacting parents who are late in picking up a student after a school event or using a laser pointer under the supervision of an instructor for a class presentation. However, electronic devices can be misused in the school setting. The following rules of acceptable use of electronic devices, accordingly, guide District administrators in determining if a student has committed this infraction of the discipline policies. (*See*, Policy 6044).

1. **Cell Phones/Video/Audio Entertainment.** For students in Pre-K through eighth grade, cell phones, iPods, radios or other similar electronic devices, along with any headphones used to listen to these devices, may not be used during the school day except in an emergency, as authorized by an administrator or during transportation.
Waukegan High School students may use these devices during non-instructional time if they properly display their high school identification badge and stop using the device whenever school staff is attempting to communicate with a student. Non-instructional time includes: passing periods, lunch period, before and after school and during extra-curricular activities in which the student is a spectator.
For all students, cell phones should be carried inside a student's purse, book bag or stored in the student's locker while on school property. Cell phones should not be worn on a student's person and should be turned off and incapable of receiving a signal throughout the entire school day, except when use is authorized.
2. **Emergencies.** Cellular telephones or PDAs that also are telephones (collectively referred to as cell phones) are for emergency parent/guardian contact purposes only. All other emergencies should be reported to school personnel, who will assist students and make office phones available, if necessary.
3. **Bathrooms/Locker Rooms.** Use of any electronic device in any bathroom or locker room for the purpose of recording sound or visual images is prohibited.
4. **Bus Transportation.** Cell phones and electronic devices may be used during transportation to and from school and school events or activities provided such use does not disturb others sharing the transportation, including the driver, and students pay attention when spoken to by the driver, staff or chaperones. THIS DOES NOT INCLUDE PACE BUS transportation.
5. **While Driving.** A person regardless of age may not use a wireless telephone/electronic communication device while operating a motor vehicle on a public roadway in a school speed zone, which includes school parking lots and driveways. Public Act 096-0131.
6. **Health/Safety Risks.** Use of cell phones and other electronic devices in a manner that creates a health or safety risk or is in violation of State or federal laws or District policies, including for purposes of harassment, bullying, possession or distribution of indecent visual depictions (*e.g.*, sexting), is prohibited.
7. **Laser Pointers.** Students are prohibited from possessing or using laser pointers on school property, on school transportation, in transit to or from school, or at school sponsored events or activities unless the classroom teacher or other authorized school staff person specifically requests the student use a laser. The laser pointer will then be provided by the instructor to assist in a classroom or general assembly presentation. When in use, a laser pointer should always be focused on a blackboard, screen or other image being referenced in the presentation. Laser pointers should never be pointed at a person's face, particularly in the eye area. When not in use, the laser pointer should be turned off and immediately returned to the school staff person. Any misuse of the laser pointer while engaged in such a presentation shall be considered unauthorized use and shall be grounds for discipline.
8. **Pagers.** Pagers are prohibited on school grounds, on school transportation or at school sponsored events or activities unless prior written permission has been obtained from the school principal or administration for good cause.

Students with disabilities may use portable electronic devices to the extent determined necessary through the Individualized Education Program (IEP) or Section 504 procedure.

District staff that witness or become aware of a student's inappropriate use of an electronic device may confiscate said device for the remainder of the school day, in addition to any other consequences outlined in discipline policies. Any confiscated electronic device should be given to the District administrator responsible for student discipline in the school building, at a school sponsored event or activity where the offense took place as soon as practicable for safekeeping. Repeat offenses of misuse of an electronic device will result in the device being confiscated until such time as the student's parent is available to meet with the administration to retrieve the electronic device, and may also result in the loss of privilege to possess the electronic device while at or involved in school related activities.

All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect, when appropriate. Additionally, cell phones and electronic devices may not be used for creating, sending, sharing, viewing, or possessing indecent visual depictions as defined in State law, *e.g.*, sexting or grooming, regardless of whether the depiction violates State law.

The District is not responsible for loss of or damage to any electronic device unless the device has been confiscated by authorized school personnel due to misuse during the school day and the loss or damage occurred while the device was under the control of the administrator. Any portable electronic devices confiscated based upon a reasonable belief that the device was used in furtherance of a violation of this or other District policies may be searched for incriminating evidence. Students who elect to use a portable electronic device in furtherance of misconduct have no reasonable expectation of privacy in the contents of the portable electronic device under such circumstances.

Students are required to stop using portable electronic devices and/or to turn portable electronic devices over to school personnel when requested. Students who refuse to do so have committed insubordination, in violation of policies for student discipline, and may be subject to disciplinary action. Students who repeatedly misuse portable electronic devices may lose the privilege to possess such devices while at or involved in school or school related activities, in addition to any other disciplinary consequences. Students who use a portable electronic device in the commission of another disciplinary offense may be subject to the consequences of that offense in addition to any consequence applicable under these rules.

***School Resource Officers, who are present in the schools to assist in safety and security matters, wear body cameras capable of making video and audio recordings during the performance of their official duties.**

PUPIL USE OF SCHOOL LOCKERS

Lockers used by pupils are the property of the School District. Students only have the privilege of using lockers. They do not have exclusive possession and control rights. Students are not permitted to share lockers.

School officials may search lockers, with or without student knowledge or permission, whenever they have reason to believe that a locker is being misused. Lockers are to be used to store clothing, books and other items necessary for use at school. Lockers may not be used to store weapons, stolen articles, tobacco or tobacco products, alcoholic beverages, drugs not authorized to be in the student's possession, items that may endanger the health or safety of students or any other type of material not needed for education purposes. Searches may include, but are not limited to, the use of metal detectors, wands or police dogs. *See* Policy 6024 for further information.

SEARCHES

School officials, including School Resource Officers, have the right to inspect student lockers, desks, parking lots and the vehicles located thereon and other school property at any time. Student property that is left unattended also may be searched for any reason.

Individual(s) and/or property belonging to student(s) which is under his/her/their control and possession may be searched when there is reasonable suspicion to believe said individual may possess weapon(s), contraband, other non-permitted item(s), or when there is reasonable grounds to believe the individual is involved in a rules violation for which the search would produce evidence. The criminal standard of "probable cause" is not required to support a search at the school level by a school employee or at the request of an authorized administrator or for the Board to act upon evidence obtained through an appropriate search.

The school must have reasonable suspicion and an individualized suspicion to go forward with a search if the student does not give consent. The search must stop once the specific suspicion has been dispelled.

Whenever possible, a search that involves touching the student or that goes beyond a search of a student using a metal wand or of the student's property will be conducted by a person of the student's gender and with another adult witness of the same sex present. If practicable, and depending on the reason for the search, the school official may, in that school official's sole discretion, delay a search until such time as the student's parent can be present, but the student and the student's belongings shall remain supervised by the administrator or the administrator's designee until such time as the search can be conducted.

SOCIAL NETWORK ACCESS INFORMATION

Students may not be required to provide a password or other account information to allow administrators to access the student's account(s) or profile(s) on a social networking website(s).

However, if the District has specific information about activity on the student's account that violates the discipline policies or other Board policy, the District may investigate and require the student to cooperate with the investigation by sharing the content reported to be on the student's social networking account in order to make a factual determination. Failure to cooperate will result in a presumption that the social network account contains incriminating evidence.

ISOLATED TIME OUT AND PHYSICAL RESTRAINT

The District allows use of physical restraint when necessary to ensure a safe, educational environment. Physical restraint may not be used for disciplinary purposes, and the District prohibits the use of isolated time out in District facilities.

Conduct that led to the need for the use of physical restraint may be disciplined, in accordance with the District's discipline policies. Each use of physical restraint shall be documented by the District, with a copy provided to parents. A meeting will be called to discuss the student's conduct whenever there are multiple instances of the use of physical

restraint. Physical restraint cannot be included in an Individual Educational Plan as a behavior management technique; however, it may be used with students with disabilities to the same extent as allowed for students without disabilities. Isolated time out occurs when a student is confined in a room or other enclosure, whether within or outside the classroom, from which the student's exit is restricted. As noted, isolated time out is prohibited.

Physical restraint means holding a student or otherwise restricting the student's movements when a student has become an imminent danger to self or others.

However, physical restraint does not include momentary periods of person-to-person contact using limited force designed to prevent a student from committing a harmful act against himself/herself/themselves or others, the destruction of property, or to direct a disruptive student away from an area from which he/she/they will not voluntarily leave. Physical restraint is to be utilized only as a last resort, and when not medically contraindicated, and staff that employ physical restraint are regularly trained and certified in safe physical restraint techniques.

District practices regarding Isolated Time-Out, Time Out, and Physical Restraint are governed by School Board Policy 6048, which the School Board revised in School Year 2022-2023. Generally, the Policy requires that District staff comply with applicable rules and regulations regarding the use of Physical Restraint and Time Out. Among other provisions, these rules and regulations require that parents promptly receive notification of an incident in which time out or physical restraint was used; promptly be given the opportunity to meet with the relevant school principal or principal designee to discuss the incident; and promptly receive the ISBE notice of rights regarding the incident. The policy also requires that parents and students be notified annually of the District's practices regarding Isolated Time-Out, Time Out, and Physical Restraint.

Questions regarding this policy or concerns with its implementation should be directed to the Crisis Intervention Coordinator or the Director of Crisis Intervention and Safety.

LIMITATIONS ON SUSPENSION OF STUDENTS WITH DISABILITIES

A student eligible for special education services under IDEA may be suspended out-of-school up to ten (10) days cumulative in a school year to the same extent as a student without disabilities, without regard to whether the misconduct is a manifestation of the student's disability. Additional days of out-of-school suspension may be issued in response to separate incidents of misconduct, as long as the repeated removals do not constitute a change in placement based upon a pattern of removals during the school year or expulsion and, if a change of placement, the misconduct is determined by the student's IEP team to be unrelated to the student's disability. Factors the District considers in determining if a series of suspensions, each of which is ten (10) days or under, constitutes a change of placement include: whether the removals within the series of suspensions are for conduct that is substantially similar, the length of each removal, the total amount of time the student is removed, and proximity of the removals to one another. [34 CFR 300.536(a)(2)]. Principals or their designees consult with the Department of Diverse Learners to determine if a change of placement may exist due to a pattern of suspensions.

Educational services need not be provided to the student during the first ten (10) days of removal during the school year, other than as is required or allowed for students without disabilities. However, beginning on the eleventh (11th) day of suspension, the student eligible for special education under IDEA must be provided with the services listed on the IEP to the extent determined by school administrators, in consultation with the student's special education teacher, such that the student can continue to make progress in that student's education and IEP goals. The student's IEP Team, additionally, must consider the need for a functional assessment of behavior and development of a behavior intervention plan or review an existing behavior intervention plan and may make other modifications to the student's IEP as determined warranted by the team.

Students who receive an in-school suspension are to continue to receive services identified in their IEP during the in-school suspension. If they do not, the time is treated as an out-of-school suspension under IDEA solely for the purpose of determining when the student may be eligible for continuing educational services related to disciplinary removals. The same is true for students who cannot get to school due to a bus suspension. The parent/guardian and the Department of Diverse Learners must be given written notice of each out-of-school suspension. Further information regarding the discipline of students with disabilities is available from the Department of Diverse Learners.

Students with a qualifying disability under Section 504 (Section 504 Students) similarly may be suspended from school for up to ten (10) days cumulative in a school year, to the same extent as students without disabilities. Subsequent short term suspensions that are a change of placement or expulsion may occur, provided the underlying misconduct is not related to the student's disability, as determined by the Student's 504 team. The rights of Section 504 Students to ongoing educational services and supports after a total of ten (10) days of OSS in a school year is the same as for students without disabilities.

Principals or their designees consult with the 504 Coordinator to determine if a change of placement may exist due to a pattern of suspensions.

MANIFESTATION DETERMINATION REVIEW

A Manifestation Determination Review (MDR) should be requested by the building administrator only if a pattern of behavior is established that constitutes a change in placement or a request for a change of placement for disciplinary reasons (expulsion) is considered for a special education student (34 CFR 300.530(e) & 300.536), or a Section 504

Student (34 CFR 1004.35(a)). The MDR, which includes qualified persons and the parent/guardian, has the purpose of determining if the student's discipline infraction which resulted in the recommendation for change of placement, was a manifestation of the student's disability. When conducting a MDR, two questions must be answered:

1. Was the conduct in question (*i.e.*, discipline infraction) caused by or did it have a direct and substantial relationship to the child's disability?
2. Was the conduct in question the direct result of a failure to implement the IEP or 504 Plan?

If the answer to either of these questions is "Yes," the discipline infraction is considered to be a manifestation of the student's disability and further disciplinary action will not occur. However, if the answer to both questions is "No," the student may be disciplined in the same manner as would be a student without a disability, including a transfer for Excessive Suspensions or expulsion.

If the Board decides to expel the student, or an Excessive Suspension is approved, the District remains obligated to ensure the student with an IEP continues to receive educational services that enable the student to continue to participate in the general curriculum, even in another setting, and to progress toward meeting the goals set out in the Student's IEP. The student, additionally, shall receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the misconduct so that it is less likely to reoccur. Students for whom a parent challenges an MDR decision through a due process proceeding shall remain in the disciplinary placement determined by the District pending the determination of the hearing or the disciplinary period, whichever comes first.

The District is not obligated to continue to provide educational services to Section 504 Students unless such opportunity is provided to students without disabilities.

FORTY-FIVE DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING

Special education students with an IEP may be unilaterally placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days, without regard to whether the conduct was a manifestation of the student's disability, if they commit one of the following three discipline infractions at school, on school premises or at a school function:

1. carries to school, school premises or a school function or possesses a weapon;
2. knowingly possesses or uses illegal drugs, sells or solicits the sale of a "controlled substance"; or
3. inflicts serious bodily injury upon another person.

For purposes of this section only, "weapon" is defined as a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. Students with weapons that do not meet this definition may not be placed in a 45-day IAES, absent parental consent, but shall still be subject to the District's discipline procedures regarding weapons offenses, which includes recommendation for expulsion.

Within ten (10) school days of the decision to place a student in an IAES, the District must hold an IEP conference to review and/or revise the student's Functional Assessment of Behavior and Behavior Intervention Plan, or develop one if none existed previously, to address the student's behavior and determine the appropriate placement.

The following procedures apply to 45-day IAES placements:

1. The Coordinator of sending school, will prepare and give written notice of intent to implement an IAES placement on the day the decision is made to change the placement. The placement change will take effect ten (10) calendar days after delivery of such notice, unless the parties agree to an earlier effective date.
2. Parents must be given notice of their procedural rights, including the right to request a due process hearing. Parents making such a request must be given technical assistance if needed by the Special Education office at 224-303-1121. If the student's parent/guardian requests a due process hearing to challenge the IAES placement, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first.
3. The student must continue to receive educational services "as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP." 20 USC 1415(k)(1)(D)(i).
4. Homebound instruction is only considered an alternative placement when the IEP team determines such.

DEFINITION OF TERMS

ACCESSORY. Someone who contributes to, incites, knowingly permits, assists in or aids in the commission of a disciplinary infraction or assists in the concealment of the offense, either before or after the act is committed. An accessory to an offense will be disciplined based on the nature and gravity of the underlying disciplinary infraction or offense committed, as well as the role of the accessory in the incident.

ALCOHOL VIOLATIONS. The violation of laws and ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation, or substances represented as alcohol. Alcohol violations are charged as a controlled substance offense.

BEHAVIOR INTERVENTION PLAN (BIP). An individualized plan written to address a student’s individualized behavioral needs that is based on the functional behavioral assessment results.

The BIP is focused on the prevention of the problem behavior, as well as the teaching of alternative/ replacement behaviors. The plan includes goals toward positive behavioral outcomes, instructions/strategies to promote positive behavior and consequences to address problem behavior.

BLOGGING. A blog (“web log”) is a kind of website usually written by one person and often taking the form of an online diary or journal. When used inappropriately, blogging is subject to consequences based on the infraction *e.g.*, indecency/obscenity, threats and intimidation, disruption, etc.

REPRIMAND. Behavioral intervention that may be used when student behavior and related discipline consequences are escalating from Level I to Level II, for level two offenses, or the offense places the student at risk of a recommendation for expulsion.

BULLYING BEHAVIORAL INTERVENTION. A positive intervention program that will systematically work with the student(s) that are/ bullying to decrease the amount of bullying that the student(s) is/are participating in. The program also works with the student(s) that are/ bullied or bystanders of bullying. The student(s) may receive the intervention either in small groups or individually with a staff member.

CHANGE OF PLACEMENT. Occurs when an IEP team convenes and determines that the current placement of the student receiving special education services is not meeting the student’s current educational needs. A change of placement may also occur when a student with an IEP or a Section 504 Plan: a) receives a series of suspensions that form an impermissible pattern of removals based on the similarity of the misconduct, the length of each suspension, the total amount of time the student is suspended, and the proximity of the suspensions to each other, or b) is expelled for misconduct unrelated to his/her/their disability.

CHECK-IN CHECK-OUT. A positive behavior support intervention that schedules frequent instruction regarding school-wide expectations throughout the day and frequent feedback regarding whether or not the student is meeting the expectations in order to help them to monitor their own behavior.

COUNSELING. Extra adult support given to a student who is struggling in the school environment due to any number of issues, both academic and emotional. The student may be referred to a number of school personnel for “counseling”. These individuals include, but are not limited to: teachers; guidance counselors; substance abuse counselors; nurses; assistant principals; principal; psychologists; deans; and social workers.

DETENTION. Refer to school service hours.

DUE PROCESS. The procedure in school policy specifying the steps necessary to assure the protection of individual rights.

ELECTRONIC DEVICES. This refers, but is not limited to smart phones, CD players, laser pointers, radios, electronic devices, I-Pods, MP3 players and any other piece of equipment electronically or battery operated. Non-permissible use or misuse of such devices generally will not be charged when a more specific offense is available and will be considered insubordination, but may also fall within other misconduct categories depending on the nature of the misuse. Such devices are subject to confiscation by school officials if misused.

ELECTRONIC NICOTINE DELIVERY SYSTEMS. A tobacco product delivery system using liquid nicotine or an e-liquid or its component parts. Examples include: vapes, vaporizers, vape pens, hookah pens, and electronic cigarettes or e-pipes.

EXPULSION. Exclusion of a student from school, school activities and/or school transportation for a period of time greater than ten (10) school days, but no more than two (2) calendar years. See also, pages 42 & 43 for suspension and expulsion procedures.

FALSE REPORTS. The act of falsely reporting incidents, making false accusations or giving false testimony that adversely affects the welfare of others. This offense may be charged as gross disobedience, disrespect, disruption, or insubordination.

FIREARM. Any gun, rifle, shotgun, weapons as defined by Section 921 of Title 18 of the *United States Code*, firearms as defined in Section 1.1 of the *Firearm Owners Identification Card Act*, or firearm as defined in Section 24-1 of the *Criminal Code of 1961*.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA). A data collection process used to understand and modify problem behavior by looking at the relationship between behavior and the environment.

GUN. *See, Firearm.*

HATE CRIMES. To physically hit, threaten, intimidate, extort, etc. based on race, ethnicity, religious preference, gender, sexual orientation, national origin, age, disability, or other protected status under law. A determination that an act involves a hate crime shall be an aggravating factor when identifying the disciplinary charge and/or consequence.

HERO. A District-wide attendance management initiative to address student tardiness to school and class. It is a proactive and positive plan to help all staff develop and implement effective behavior management and motivation practices for hallways and passing periods.

INAPPROPRIATE DRESS CODE VIOLATION. This refers to any violation of the District 60 Student Appearance Policy 6041.

INDIVIDUALIZED EDUCATION PROGRAM (IEP). The written educational plan for a student receiving special education and related services under IDEA, with goals and objectives to be attained during a specific period of time. It also allows for meaningful access to the general education curriculum with identified supplementary aids, supports, and services, to advance the goal of increased academic achievement for students with disabilities. An IEP also may contain a behavior intervention plan for students with identified behavioral concerns related to their disability.

IEP (INDIVIDUALIZED EDUCATION PROGRAM) CONFERENCE. A conference called to discuss the results of an evaluation or reevaluation to determine initial, or continual eligibility for special education under IDEA and/or to develop or modify an existing IEP. The IEP must be reviewed and updated at least annually to determine a student's progress toward attainment of the student's goals.

IN-SCHOOL STUDIES (ISS). A temporary exclusion of the student from a class or classes while present in school. The student shall be provided with class work and appropriate materials in an alternative location within the school. See also, Section III discussing suspensions and expulsions.

INTERVENTION. An intervention is a strategy to promote and encourage changes in behavior for an individual. Interventions are nonrestrictive or restrictive. Examples of nonrestrictive interventions include: Check-In Check-Out, social-emotional training, peer mediation, restoration, and time-out. Examples of restrictive interventions include: in-school suspension, out-of-school suspension, alternative placement, and expulsion. Each intervention that is implemented will be noted with an explanation for why it was selected and an analysis regarding why it may have failed in any report that recommends suspension. These intervention steps and assessments of the reasons for their ineffectiveness will be noted in any disciplinary report. Not all behavioral interventions or disciplinary consequences will be available or appropriate for each misbehavior.

LEVEL 1 INFRACTIONS. Level 1 infractions are those violations of the District's discipline policies that generally are not viewed as criminal offenses. If there is no threat to safety or security of persons or property, there will be no police involvement or report.

LEVEL 2 INFRACTIONS. Level 2 infractions are those violations of the District's discipline policies that are generally viewed as potential criminal offenses and, in addition to the disciplinary action taken by the District's administration, a police report may be made. Level 2 infractions can result in expulsion.

LOCKERS. A chest or closet that can be locked for individual use. The locker is the property of the school, and students must use their designated locker.

MEDICAL CANNABIS. Cannabis prescribed by a physician to a qualified registered patient for purposes of treatment of a debilitating medical condition.

MENTORING. A more individualized version of Check-In Check-Out that in addition to regular instruction and feedback, the student receives specific mentoring to assist them in improving in specific behaviors.

PROBATION. A condition placed on the student's enrollment in school, participation in a particular school activity, class, or the bus for a specified period of time.

RESTITUTION. The act of making good or compensating for loss, damage, or injury or restoring to the previous state or position. The District is not responsible for damage to student possessions in the event of a physical altercation on school property or when students travel to and from school.

RESTORATIVE PRACTICES. Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. Examples of Restorative Practices include: restorative circles, conversations and other practices.

The use of Restorative Practices helps to:

1. reduce crime, violence and bullying.
2. improve human behavior and strengthen civil society.
3. provide effective leadership.
4. restore relationships and repair harm.

*From: International Institute for Restorative Practices

SCHOOL SERVICE HOURS. In an attempt to redirect/change student behavior and to encourage students to become responsible for their actions, administrators and teachers can assign students to hours of school service and/or detentions. School service activities may include helping in the lunchroom or on the playground, assisting teachers before and after school, helping with special school projects or District initiatives, helping at co-curricular events, etc. Parents must be notified of scheduled school service hours, and building administrators must be notified of assignments. Students shall not have play time withheld as a disciplinary or punitive action, except when a student's participation in play time poses an immediate threat to the safety of the student or others.

SCHOOL DAY. Any day, or partial day, in which students are in attendance at school for instructional purposes.

SCHOOL PERSONNEL. Teachers, administrators, school board members, paraprofessionals, safety officers, school bus drivers, and all other School District employees or agents of the District. For purposes of bullying, school personnel also include school volunteers.

SEARCH. The checking of school or student property or students associated with suspected misconduct or the need to ensure a safe and secure school environment. Search methods may include, but are not limited to: metal detectors, wands or police dogs. See also pages 44 & 45.

SECTION 504 STUDENT. A student who has been determined by a team of qualified individuals to have a physical or mental condition that substantially limits a major life activity, has a history or record of such an impairment or is regarded as having such an impairment. The student may or may not need accommodations through a 504 plan in order to have equal access to the District's programs, services and activities. See also, page 12.

SOCIAL/EMOTIONAL SKILL GROUP. Instruction groups using standard curriculum materials to assist students in developing prosocial behavior, problem solving skills and academic behavior skills.

SPECIAL EDUCATION STUDENT. Any student, age three (3) years to 22 years of age who has been found by a team of appropriate professionals and parents/guardians to meet eligibility criteria under the provisions of the *Individuals with Disabilities Education Act* and Article 14 of the *Illinois School Code*.

STUDENT RE ENGAGEMENT AGREEMENT (REA) (formerly Discipline Conference Contract DCC). A behavior expectation agreement with a student, parents/guardians, and school administrator where the student and parent(s) sign a contract regarding student conduct expectations associated with the student's return to school. Violation of the REA could result in a ten (10)-day suspension and a referral to the Board of Education for consideration of expulsion. The REA covers all schools in District 60 and is enforceable until the end of each school year or period of a stayed expulsion. The REA should reflect strategies to address behavioral concerns. Failure of the student and parents/guardians to sign a REA may result in referral to the Board of Education for consideration of expulsion.

Failure to adhere to the conditions stated above may result in consideration of expulsion by the Board of Education or the immediate implementation of an expulsion that had been stayed, conditioned on compliance with a REA. An out-of-school suspension for five (5) days with a buy down resulting in less than five (5) days of actual out-of-school suspension will still constitute a return on a Re Engagement Agreement.

SUSPENSION – OUT-OF-SCHOOL (OSS). A temporary exclusion of a student from school or school related or sponsored activities or events, from riding the school bus, or from a class or classes for a period of time not to exceed ten (10) school days. A student may be suspended from riding the school bus in excess of ten (10) school days for safety reasons. For all suspensions, school officials "shall make all reasonable efforts to...minimize the length of suspension to the greatest extent practicable" 105 ILCS 5/10-22.6(b-15 and b-20). A suspended student has the right to make up missed work for credit. The student is still expected to do the work. See also, pages 42 & 43 for suspension procedures.

THE SCHOOL CODE. Refers to the *Illinois Compiled Statutes* governing school districts as found in: 105 ILCS 5/1-1 *et seq.*

THREAT OR INTIMIDATION. Any communications, including the inappropriate use of electronic media, which jeopardize the well-being, health or safety of any person or cause any person to reasonably feel jeopardized in his or her health, safety or well-being. This includes, but is not limited to, threats or intimidation for sexual favors or to obtain control of another's property. The act of communication may be verbal, written or pictorial or by gesture, expression or deed and includes all methods of communication delivery (*e.g.*, paper, in person or by proxy, telephone or by any means of technology supported communication).

TOBACCO PRODUCTS. Any cigarette, cigar or tobacco in any other form, including smokeless tobacco (which is any loose, cut, shredded, ground, powdered, compressed or leafed tobacco that is intended to be placed in the mouth without being smoked), and electronic nicotine delivery systems, such as vapes, vaporizers, vape pens, hookah pens, and electronic cigarettes or e-pipes.

TRESPASSING. A person found in a school building or on school property without permission and/or the written approval of the proper school authority. This includes refusal to comply with a reasonable request by school officials or the police to leave school property. Trespassing may be considered as "disruption" or "insubordination" and/or an aggravating factor in the imposition of any other consequence which may be applicable.

UNAUTHORIZED MEDICATIONS. Possession or use of prescription or over-the-counter medications in a manner inconsistent with a current authorization form on file with the District is unauthorized. All medications must have a current authorization form on file.

UNAUTHORIZED PETITIONS. Petitions containing obscenities, or statements that berate, harass, belittle, or undermine any individual are unauthorized. The act of presenting or distributing Unauthorized Petitions can be considered as disruption.

VLOGGING. A vlog (video log) is an online diary or journal.

WRAPAROUND. One in five youth experience a mental health condition each year. Depression, anxiety, attention-deficit disorder, and other mental health conditions are very common. Students at risk of behavior or aggressive behavior, or students whose behavior significantly interferes with their academic achievement, may benefit from wraparound services. Wraparound services include assisting the family to address issues that interfere with their student academic progress.

LEVEL I AND II INFRACTIONS

LEVEL I INFRACTIONS. Level 1 infractions are those violations of the District’s discipline policies that generally are not viewed as criminal offenses. Nevertheless, some Level 1 offenses may warrant police involvement, depending on the circumstances surrounding the misconduct *e.g.*, forgery, in which case the police may be called for assistance and a police report may be made.

LEVEL II INFRACTIONS. Level 2 infractions are those violations of the District’s discipline policies that are generally viewed as potential criminal offenses and in addition to the disciplinary action taken by the District’s administration, a police report may be made. Level 2 infractions may result in expulsion, except that no student who is in preschool programming funded through an ISBE grant shall be subject to expulsion.

INTERVENTION. An intervention is a strategy to promote and encourage changes in behavior for an individual. Interventions are nonrestrictive or restrictive. Examples of nonrestrictive interventions include: Check-In Check-Out, social-emotional training, peer mediation, restoration, and time-out. Examples of restrictive interventions include: in-school suspension, out-of-school suspension, alternative placement, and expulsion. All available and appropriate interventions shall be exhausted before school exclusions of four or more days are attempted. Each intervention that is implemented will be noted with an analysis regarding effectiveness in any report that recommends suspension or expulsion, or, where applicable, a statement as to the lack of appropriate interventions shall be made. Not all behavioral interventions will-be available or appropriate for each misbehavior.

| LEVEL I INFRACTIONS |
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| Disrespect |
| To dishonor directly/ indirectly and/or to abuse verbally, in writing or pictorially, irrespective of the method used to produce the writing or picture, any member of the school staff or its contractual agents, school board members, student body or visitors. |
| Disruption |
| Any act, including the inappropriate use of technology, which interferes with the educational process, setting or any school sponsored activity or activity reasonably related to school. |
| Forgery |
| The act of falsely using, in writing, the name of another person, or falsifying time, dates, grades, addresses or any other data. |
| Gambling/Betting |
| The act of risking, betting or wagering for money or objects of value. |
| Horseplay |
| Playful physical contact made without an intention of causing serious bodily harm. |
| Insubordination |
| To conduct an equity review of Board policies addressing non-instructional operations, (Series 7000), and recommend updates as appropriate by xxx: |

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| Indecency/Obscenity |
| Obscene words, materials, gestures, utterances, appearance or behavior which exhibits or concerns vulgar, indecent, lewd conduct or sexually suggestive acts, or concerns nudity or excretory functions. The use of technology to access, distribute or otherwise communicate indecent or obscene information is included in this offense. |
| Plagiarism/Cheating |
| Any act of cheating or plagiarism; the act of willfully taking the ideas, writing, etc., from other sources and passing them off as one's own, irrespective of the means by which the act occurs <i>e.g.</i> , writing, e-mail, text message, or video. |
| Prohibited Material (Possession) |
| The act of possessing any material(s) which causes or is likely to promote disruption of the educational environment or which is capable of inflicting either bodily or property damage, including but not limited to: fireworks, sparklers, shock pens, poppers, caps, stink bombs, matches, lighters, dice, permanent markers, and laser pointers (except during an approved presentation). |
| Tobacco |
| The act of using/having tobacco products on school property, including but not limited to cigarettes, cigars, pipes, chewing tobacco, electronic nicotine delivery systems or their component parts. The possession, use, or distribution or sale of tobacco products on school grounds, at school-sponsored events, on transportation to and from school, or on other school transportation. |
| Unauthorized Distribution or Sale |
| The act of selling, distributing or attempting to sell or distribute, or the intent to sell or distribute on school property any object(s) or substance which has not been authorized for sale or distribution by the building principal. |
| Unexcused Absences from Class |
| The act of avoiding class or other assigned area after having begun the school day as an attending student. This may include leaving class early without permission. |
| LEVEL II INFRACTIONS |
| Battery to Staff |
| The act of inflicting physical violence upon another by any means and without the victim's consent, including one or more incidents of bodily harm or physical contact of an insulting, aggressive, violent or provoking nature. Battery by a student upon any staff/school board member/school employee or agent/bus driver/police liaison officer. The offense includes menacing threats or suggestions of physical violence by students which creates a reasonable apprehension by the staff member about probable harm to person or property. An Administrator who receives a written request from a staff member to report a Battery to Staff must notify local law enforcement of this incident. |

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| Battery to Student |
| The act of inflicting physical violence upon another by any means and without the victim’s consent, including one or more incidents of bodily harm or physical contact of an insulting, aggressive, violent or provoking nature. This category includes battery of another student of this or another School District. This category also includes hazing or other acts of intimidation regardless of consent, not otherwise more specifically addressed in the discipline policies. |
| Bias-Related Incident |
| To call derogatory names; to use slurs; to attack verbally based on race, ethnicity, religious preferences, gender, sexual orientation, national origin, age, disability, or other protected status under law. |
| Bomb Threat |
| The act of communicating, verbally, electronically, or in writing, information about the existence of a bomb or other explosive device, whether true or false. A school administrator must notify local law enforcement of any incident involving a bomb threat. |

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| Bullying |
| <p>Bullying, including cyberbullying is any severe or pervasive physical, verbal, social, and/or psychological act or conduct, including communications made in writing or electronically, directed toward a student(s) that has or can be reasonably predicted to have the effect of one or more of the following: i) placing the student or students in reasonable fear of harm to the student’s person or property; ii) causing a substantially detrimental effect on the student’s physical or mental health; iii) substantially interfering with the student’s academic performance; or iv) substantially interfering with the student’s ability to participate in or benefit from the services, activities or privileges provided by a school. Bullying frequently involves an actual or perceived imbalance of power. Bullying includes conduct such as: harassment, threats, intimidation, physical violence, bias related incidents and/or sexual harassment.</p> <p>Bullying behaviors may consist of or involve conduct that also is a separate offense under the District’s discipline policies and/or civil and/or criminal laws. Examples include but are not limited to harassment, threats, intimidation, stalking, sexual violence, theft, public humiliation, destruction of property, retaliation for asserting or alleging an act of bullying, physical violence, bias-related incidents and/or sexual harassment. School administrators are not limited in exercising their discretion in determining how to charge an offense that amounts to bullying and another offense, and the student may be subjected to one or more applicable offenses.</p> <p>“Cyberbullying” means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. “Cyberbullying” includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. the creation of a web page or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section; 2. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Definitions section; and 3. The transmission of information from a computer that is accessed at a non-school-related location, or from the use of a device that is not owned or used by the School District if the bullying causes a substantial disruption to the educational process or the orderly operation of a school. |
| Controlled Substance |

The use/possession/manufacturing of controlled substances (drugs and unauthorized medications) or alcohol or any other substance whose intended purpose is to intoxicate or the possession/transfer/of look-alike drugs or alcohol. This includes any transfer or attempted transfer to another student(s) (e.g., sale, trade, sharing or “gift”); being under the influence; consumption; or possession, whether in a student’s locker, clothing, car, knapsack, or otherwise. Over-the-counter medications should not be in the possession of students without prior written authorization consistent with the District’s policies on administration of medications in schools, and shall be treated as controlled substance violations whenever they are misused by an individual, *i.e.*, taking more than the recommended or prescribed amount, shared with others, or the student has had a previous warning about failure to follow proper rules for permission to self-administer over-the-counter medications. Administrators must notify local law enforcement of any incident involving Controlled Substance.

Creation of a Fire Hazard/Chemically Induced Hazard/Explosives

The malicious/chemical inducement/explosion/ burning of objects or materials which does damage to person or property or creates a risk of damage to person or property. Violation of this policy will occur even though it was the result of a prank, mischievous behavior or practical joke whose original intent was not the Creation of a Fire/Chemical Induced/Explosive Hazard. A school administrator must notify local law enforcement and/or the local fire department of any incident involving a fire/chemically induced hazard/explosive hazard.

Explosives/Chemically Induced Hazards

The act of possessing, using or threatening to use any incendiary, corrosive explosive or chemically-induced devices or material (including devices which resemble bombs), bullets or other such instruments or items capable of inflicting bodily injury, major disruption to the educational environment or likely to promote a reasonable apprehension of bodily injury or property damage. A school administrator must notify local law enforcement and/or the local fire department of any incident involving a fire/chemically induced hazard/explosive hazard.

Extortion

The act of coercing a person to surrender, unwillingly, any money or possessions of value.

False Fire Alarm

Without sufficient cause or reason, activation of a fire alarm, pushing an emergency button, tampering with a heat sensor or initiating a warning or threat of a fire. A school administrator must notify local law enforcement and/or the local fire department of any incident involving a false fire alarm.

Gang Activities

(1) Symbols (2) Graffiti/Literature (3) Speech (4) Recruitment (5) Extortion (6) Illegal Acts (7) Incitement of Others to Physical Violence (8) Attendance at Gang Activity

See Policy 6047, at page 64 . If a crime is suspected to have been committed the administrator must contact the police.

Gross Disobedience

Any conduct, behavior or activity that leads to, or causes, substantial injury, disruption or interference with school activities, or abridges the rights of other students or school personnel or is reasonably likely to result in one or more of these outcomes. Gross disobedience should not be charged when a more specific offense is available. A school administrator must notify local law enforcement of any incident involving gross disobedience.

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| Hazing |
| Subjecting another student to practices or activities which are abusive, degrading, humiliating or degrading which results in or is reasonably likely to cause mental, emotional, physical or psychological harm or discomfort, whether or not the student being hazed consents or participates. |
| Harassment |
| Conduct that is severe, persistent or pervasive, and involves the act of one or more individuals deliberately and repeatedly humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. |
| Inciting Others to Violence and/or Disobedience |
| To cause the disruption of the educational environment by words, acts or deeds, including but not limited to the use of electronic devices or other technology, to encourage others to fight, assault others, participate in gang activities as defined under Board of Education Policy 6047, or commit criminal or other acts in violation of Board policy. If a crime is suspected to have been committed the administrator must contact the police. |
| Life Threatening Issues |
| The act of making a direct threat towards an individual(s) or school, to the level where an individual or group has reasonable fear for his/her/their life. This includes actions that endanger the lives of others that reasonably should be known to endanger the lives of others and/or comments (including comments communicated through the use of technology) that are of a nature that, if followed thru on, could cause danger or harm. A school administrator must notify local law enforcement, or hold an in-service meeting with local law enforcement, of any incident involving a life-threatening issue. |
| Physical Altercation/Fighting |
| Bodily contact between students or any other party with an undetermined aggressor that results in or reasonably could result in bodily injury which involves: a substantial risk of serious injury; protracted and obvious disfigurement; protracted loss or impairment of the function of a bodily member, organ, or mental faculty; a cut, abrasion, bruise, burn or disfigurement; physical pain; illness; or any other injury to the body, no matter how temporary. When there is only one identifiable aggressor, the aggressor will be charged with battery to the student. If a crime is suspected to have been committed the administrator must contact the police. |
| Prohibited Material (Use/Threatening to Use) |
| The act of using or threatening to use any material(s) which causes or is likely to promote disruption of the educational environment or which is capable of inflicting either bodily or property damage, including but not limited to: fireworks, sparklers, shock pens, poppers, caps, stink bombs, matches, lighters, and laser pointers (except during an approved presentation). |
| Sexting |
| The act of creating, sending, sharing, viewing, or possessing indecent visual depictions by electronic means. Indecent visual depictions are any depiction or portrayal in any pose, posture or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or if such person is a female, a fully or partially developed breast of the person. 705 ILCS 405-3-40. If a crime is suspected to have been committed the administrator must contact the police. |

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| Sexual Harassment (Physical) |
| Unwelcome, unwanted or inappropriate physical conduct or actions of a sexual nature, when viewed from the perspective of a reasonable person. A charge of physical sexual harassment may be issued whether or not the person toward whom the conduct was directed reports finding the physical contact unwelcome, inappropriate or offensive when credible evidence of such behavior is found. Examples of physical sexual harassment include, but are not limited to: unwelcome, unwanted or inappropriate physical touching, fondling, touching sexual body parts, sexual intercourse, penetration of the vaginal or anal area, and oral sex. Forceful physical gestures or motions suggestive of sexual activity which are principally designed or intended to or which have the effect of shocking, disturbing, embarrassing, insulting, or distracting others, whether consensual or otherwise, are also included in this definition. If a crime is suspected to have been committed the administrator must contact the police. |
| Sexual Harassment (Verbal) |
| Unwelcome or unwanted sexual advances, requests for sexual favors or other inappropriate verbal conduct of a sexual nature, when viewed from the perspective of a reasonable person. A charge of verbal sexual harassment may be issued whether or not the person to whom the comment was made reports finding it unwelcome or offensive when there is credible evidence of such behavior meeting the definition above. Examples of verbal sexual harassment include, but are not limited to: verbal harassment or abuse, pressure for sexual activity, repeated remarks to a person with sexual or demanding implications, suggesting or demanding sexual involvement accompanied by implied or explicit threats. These messages can be verbal, written, or sent by electronic means. If a crime is suspected to have been committed, the administrator must contact the police. |
| Sexual Harassment (Molestation) |
| An aggravated form of physical sexual harassment. Examples of aggravating factors include, but are not limited to, the manner of the sexual contact being deviant; the conduct being engaged in for the purpose of depriving another person of personal sexual security; coercion or the use of threats or deception were used in the events leading up to, during or after the sexual act; the victim is unable, due to age or disability, to understand the consequences or meaning of the sexual act. A school administrator must notify local law enforcement of any incident involving sexual harassment molestation. |
| Theft |
| The act of taking or acquiring or otherwise exerting control over the property of others without their consent. This includes having possession or control of property known to be stolen, unless such control is temporary and for the purpose of returning the property to its rightful owner or District staff, or refusing to return property initially obtained with consent and an understanding that the property would be returned. Property obtained or retained through deception or by threat shall not be considered to have been obtained with consent. An item that has excessive value (\$500 or more) shall be an aggravating factor when identifying the disciplinary consequence. |
| Threat or Intimidation |
| Any communications, including the inappropriate use of electronic media that jeopardize the well-being, health or safety of any person or cause any person to reasonably feel jeopardized in his, her, or their health, safety or well-being. This includes, but is not limited to, threats or intimidation for sexual favors or to obtain control of another's property. The act of communication may be verbal, written, or pictorial or by gesture, expression or deed and includes all methods of communication delivery (e.g., paper, in person or by proxy, telephone or by any means of technology supported communication). |
| Vandalism |

The act of willful destruction or damage to property, including vehicles parked on school grounds.

**Violation of Student Re-Engagement Agreement (REA)
(Formerly DCC)**

Failure to adhere to the conditions stated in the contract may result in consideration of expulsion by the Board of Education or the immediate implementation of an expulsion that had been stayed, conditioned on compliance with Re-Engagement Agreement (formerly DCC). The violation of the Re-Engagement Agreement is contingent upon review by the Office of Student Outreach.

Weapons – Non-Firearm/Firearm – Possession/Use

The term “weapon” means:

Group A. Possession, use, control or transfer of any firearm (*e.g.*, gun, rifle, shotgun, silencer), explosive device, destructive device, or other weapon/firearm as defined in the following laws: 18 USC 921 (weapon), or 720 ILCS 5/24-1 or 430 ILCS 65/1.1 (firearm). Weapons also means a knife, brass knuckles or other knuckle weapon regardless of its composition, billy club, or any other object used or attempted to be used to inflict injury or cause bodily harm, including but not limited to “look alike” firearms, box cutters, razor blades, baseball bats, pipes, bottles, locks, sticks, pencils, pens, scissors, slingshots, pepper spray. In evaluating whether objects or devices could reasonably be considered a “look alike” firearm, for purposes of the imposition of discipline, any one of the following criteria may be relied upon:

1. Appearance, *e.g.*, extent of resemblance between an actual firearm and the “look alike,” and
2. The reaction of other students and adults who are confronted with or otherwise observe the “look alike” firearm.

If the appearance of or reaction to a “look alike” or toy firearm is inconsistent with the foregoing definition, then consideration may be given to the use of other disciplinary infractions.

Group B. Possession, use (other than for use or attempted use to inflict injury or cause bodily harm), control or transfer of box cutters or razor blades.

Group A offenses require expulsion recommendation for at least one year. Administrators must notify local law enforcement of any incident involving possession of a weapon and firearm.

***5 days OSS requires a REA (formerly DCC); 10 days OSS is considered for expulsion where applicable and must be reported within 1 school day to the Office of Student Outreach by the issuing school administration.
The discipline policies consider the age, grade level and cognitive ability when considering interventions or consequences for infractions. Administrative discretion can apply.***

CIVIL AND LEGAL RIGHTS

DUE PROCESS RIGHTS OF STUDENTS

Individual rights granted by the CONSTITUTION of the United States are granted to all people regardless of race; color; gender; sexual orientation; gender identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; actual or potential marital or parental status, including pregnancy, or any other legally protected classification. Students have rights as individuals, although they may not be as extensive on campus or school property or at school related activities as their rights off campus. School disciplinary procedures should not violate those civil rights. Additionally, rights involved in disciplinary procedures stem from the concept of due process. Under this concept, STUDENTS ARE ENTITLED TO:

1. Know the RULES
2. Be NOTIFIED OF reports of violations by the students and provided an opportunity to respond to those reports;
3. APPEAL A DECISION about the reports to a HIGHER AUTHORITY;
4. Be represented by legal COUNSEL in expulsion proceedings; and
5. Have the record CORRECTED when on appeal the evidence demonstrates no responsibility and involvement.

In the administration of procedures and throughout the provisions for essential rights, the student should be made to feel that his/her/ their value as a person is not questioned.

EQUAL EDUCATIONAL OPPORTUNITY AND NON-DISCRIMINATION

The Board of Education of the Waukegan Community Unit School District No. 60 has, and will maintain, policies regarding equal educational and extracurricular opportunities and non-discrimination, regardless of person's race; color; gender; sexual orientation; gender identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; actual or potential marital or parental status, including pregnancy; homeless status or any other legally protected category. These policies include the prohibition against harassment of any kind, including but not limited to sexual harassment or harassment based on a protected classification, such as race, ethnicity, or religion. They also prohibit retaliation against any individual for reporting or participating in the investigation of a discrimination or harassment complaint. The District, additionally, will not knowingly enter into agreements with any entity or any individual that discriminates on the basis of gender or any other protected status. *See*, Policies 6020, 6021, 6022, 6023, 7010, 7050, 4001, 2110, and 2111.

Complaints received generally will be reviewed, investigated (when indicated) and resolved in accordance with the District's Uniform Grievance Procedure Policy 2110 or the District's Uniform Grievance Policy – Title IX Sexual Harassment 2111. Additionally, when the accused is a student, the alleged conduct will be subject to the District's student discipline policies. However, complaints of bullying will be addressed under the District's Prohibition Against Bullying Policy 6046 and complaints related to students experiencing homelessness will be addressed consistent with the procedure established by the State in the *Education for Homeless Children Act*, 105 ILCS 45/1-25.

DISTRICT UNIFORM GRIEVANCE PROCEDURE

1. **Filing a Complaint.** Students, parents or visitors who believe they have been subject to or witnessed discrimination or retaliation may file a complaint with any of the following persons: the principal at the building in which the incident took place, the District's Non-Discrimination Coordinator, who also serves as the District's Title IX Coordinator, or a designated District Complaint Manager. If the complaint involves a Non-discrimination Coordinator, a report may be filed with Ms. Theresa Plascencia, Superintendent at the same address or 224-303-1010 or tplascencia@wps60.org.
2. **Investigation.** If a complaint and associated preliminary information indicate that a person's rights under the relevant Board Policies have been impacted, the assigned Complaint Manager will investigate the complaint. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age or has a court appointed legal guardian, the Complaint Manager will notify his, her, or their parent/guardian that the student may attend any investigatory meetings in which his/her, or their child is involved. Complaints may also be resolved through an informal process.
 - A. **Confidentiality.** The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or any collective bargaining agreement; (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant, in writing.
 - B. **Witnesses.** The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement; (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent of the student witness, or by the student, if parental rights have transferred.
 - C. **Investigation Report.** The Complaint Manager shall make best efforts to complete the investigation and file a written report of his/her, or their findings with the Coordinator and/or Superintendent or, when applicable, Board President, within 60 calendar days of the date of receipt of the complaint. If the Complaint Manager determines an extension of time is necessary, the Complaint Manager shall notify the Complainant, the accused and the Coordinator, Superintendent or Board President, as applicable, of the length of the extension and the reasons therefore.

- D. Board Notice. The Superintendent or her designee will keep the Board informed of all complaints. If the complaint involves the Superintendent, the Board’s legal counsel shall keep the Board informed.

3. **Decision and Appeal.**

- A. Within five (5) school business days after receiving the Complaint Manager’s report, the Superintendent shall mail his/her, or their written decision to the Complainant and the accused by certified U.S. Mail, return receipt requested. A copy of the decision also shall be issued to the Coordinator and the staff person responsible for the program or activity where the offense occurred. Reports involving the Superintendent shall be reviewed at the next regularly scheduled meeting of the Board.
- B. Within ten (10) school business days after receiving the Superintendent’s decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Coordinator. The Coordinator shall promptly forward all materials relative to the complaint and appeal to the Board.
- C. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent’s decision or direct the Superintendent to gather additional information.
- D. Within five (5) school business days of the Board’s decision, the Superintendent shall inform the Complainant and the accused of the Board’s action, which shall be final, except as set forth below.
- E. When the complaint or grievance alleges violation of gender equity laws, the decision of the Board may be further appealed to the Regional Superintendent of Schools and, thereafter, to the State Superintendent of Education, as provided in Section 200.40(c)(2) of the ISBE “Sex Equity” regulations (23 Ill. Admin. Code 200 *et seq.*). The appeal timeline shall be governed by rules established by the ISBE.

In the event this procedure is updated by the Board during the school year, the Board policy procedures will control and the complainant will be provided with a copy of the procedure in effect at the time the complaint is filed.

Note. Alternative complaint review procedures also are available for charges involving disabilities pursuant to Section 504 of the *Rehabilitation Act of 1973* (Section 504) or the *Individuals with Disabilities Education Act* (IDEA).

These procedures are outlined in notices of procedural safeguards given to parent(s)/student(s) who are or may be eligible for services under these laws, and can be obtained upon request from the 504 Coordinator at 224-303-3601 or Diverse Learner Department at 224-303-1121.

ACCESS TO DISTRICT INFORMATION, SERVICES AND PROGRAMS

Parents with limited English proficiency who need language assistance to facilitate their understanding of District written communications or who are in need of interpreter services during school related meetings, including IEP and 504 meetings, in which they have a right to participate may request assistance from a Language Liaison at their student’s school or the District Translator at the Lincoln Center 224-303-1187.

If the Liaison is unavailable, assistance may be requested from their student’s classroom teacher or the building principal or the principal’s designee, who will arrange for the appropriate District resource, except in the case of an IEP meeting. A qualified interpreter will be provided for Parents of students who will need interpreting services at an IEP or 504 meeting. Parents of students who are attending IEP meetings on behalf of their child may request that the qualified interpreter serve no other role in the IEP meeting than as the interpreter, and the district will make all reasonable efforts to fulfill this request. Parents with questions or concerns related to interpretation services for IEP meetings may contact their child’s case manager.

Spanish interpretation is available at all regularly scheduled Board meetings. Parents or community members with disabilities in need of reasonable accommodations to facilitate having equal access to information to which they have a right to facilitate access to or participation in the district’s services or programs may request assistance from the Director of Academic Support Programs at the District’s Welcome Center 224-303-3601.

SECTION 504 ANNOUNCEMENTS

No otherwise qualified student with a disability shall be discriminated against by the district in providing access to or participation in District programs, services and activities. Waukegan Community Unit School District No. 60 fully complies with the requirements of Section 504 of the *Rehabilitation Act of 1973*, as amended (Section 504). Student eligibility, disability discrimination complaint investigations and problem resolution, including a request for Section 504 services, under this law are the responsibility of the Office of the Deputy Superintendent and are governed by District Policy 6022. Notice of rights are provided to parents of students who are or may be eligible for Section 504 services. Information regarding the District’s 504 services can be provided to you upon request to the district’s 504 Coordinator at 742 Greenwood Avenue, Waukegan, Illinois 60087, 224-303-3601, or the building administrator of the school your child attends. Additional information regarding procedural rights of students eligible for Section 504 services are discussed later in this Handbook under “Manifestation Determination Reviews”.

CHILD FIND, CHILDREN WITH SUSPECTED DISABILITIES

The District conducts free screenings to assist in the identification of students with disabilities residing or attending private schools within the District’s boundaries who may be eligible for special education services under the *Individuals with Disabilities Education Act* (IDEA). Fliers regarding screening for children preschool age and younger are distributed

locally to various news organizations, private schools, churches, and other community agencies and also are available on the District's website at: https://www.wps60.org/academics/diverse_learners/ School age students who have not yet graduated (up to the age of 22) may receive screening and referral for an evaluation through various activities that occur during the school day, such as classroom observations, parent or staff consultations and review of Multi-tiered Systems of Support data or direct referrals by parents/guardians or other public agencies. Additionally, your child's health care provider includes age appropriate developmental and social and emotional screenings as part of the required school health examinations and may have recommended further screening and assessment by the school. Informed parental consent typically is not needed to conduct screenings to determine whether or not an evaluation is warranted. An exception applies if a parent asks for a developmental or social and emotional screening in a year in which a proof of health exam is required for purposes of enrollment or continued attendance and the screening was not conducted by the student's health care provider. Written informed parental consent is required, however, prior to an initial evaluation being conducted or, if recommended following evaluation, the initial placement of an eligible student in special education programming. Referrals for children birth to three are handled through our Birth to Three Program at 742 West Greenwood Avenue, Waukegan, Illinois 60087 or by calling 224-303-3612. Free Developmental screenings are offered for Waukegan District No. 60 residents by appointment.

Any parents/guardians wishing to have his/her/their student considered for a special education evaluation due to a suspected disability is encouraged to put the request in writing to the student's current teacher, building administrators such as the principal or assistant principal of the school to which the student is assigned, or other District supervisory or administrative personnel. A more detailed explanation of parent(s) and student(s)' rights and procedural safeguards associated with IDEA is provided at the time of initiation of an evaluation or may be requested at any time by contacting the District's Director of Diverse Learners, who also can be contacted in writing at 1201 N. Sheridan Road, Waukegan, IL 60085. Information also is available from the building administrator of the school your student attends. For children not currently enrolled in a District 60 school, parents can also contact the Child Find Department at 224-303-3612 for assistance.

RECOMMENDED SERVICES FOR A SPECIAL EDUCATION STUDENT OR 504 STUDENTS

In order to receive special education and/or related services, a student must be determined eligible through an individualized evaluation process. The evaluation process must establish that the child has a qualifying disabling condition that negatively impacts the student's ability to receive an adequate educational benefit under IDEA or substantially limits a major life activity, such that the student needs reasonable accommodations in order to have equal access to the district's programs, services and activities under Section 504. Students who are not found eligible for services under IDEA may be eligible for services under Section 504 if they: 1) have a physical or mental health condition that substantially limits a major life activity; 2) have a record of a qualifying physical or mental impairment, or 3) are regarded as having a qualifying physical or mental impairment.

The nature of services to be provided to an eligible student with a disability must be determined by an appropriate team of individuals charged with this responsibility under the respective laws, which includes the student's parents/guardians. Recommendations made by individual staff or team members will be considered by the team in an appropriately convened meeting, unless team members, including the parent/guardian, otherwise agree to the recommendations absent a meeting taking place. Parents are to be provided with a draft IEP and supporting records at least three days prior to an IEP meeting to support their participation in the meeting.

If the team supports the recommendations as an IEP or 504 service need and the parent/guardian consents to initial services, only then is the District obligated to provide those services. Parents who would like a copy of the Illinois State Board of Education procedural safeguards may do so by contacting the Director of Diverse Learners.

PROTECTION OF PUPIL RIGHTS – SURVEYS/PROGRAM EVALUATION (20 USC §1231h)

The *Protection of Pupil Rights Amendment* provides parents with certain rights, outlined below, regarding student participation in particular surveys, the inspection of materials used for educational purposes or surveys, the collection and use of information for marketing purposes, and physical examinations.

The District's policy on Research and Experimentation (5260) also is available on the District's website and by request to the principal of your child's school. All parental rights under this section transfer to the student at the age of 18 or upon emancipation.

1. **Consent.** Consent for student participation in certain surveys shall be required prior to a student participating in a survey, analysis or evaluation concerning one of the following protected areas (protected information survey):
 - A. political affiliations or beliefs of the student or the student's parent;
 - B. mental or psychological problems of the student or the student's family;
 - C. sex behavior or attitudes;
 - D. illegal, anti-social, self-incriminating, or demeaning behavior;
 - E. critical appraisals of other individuals with whom respondents have close family relationships;
 - F. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - G. religious practices, affiliations, or beliefs of the student or student's parent; or

- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Personal information (parent/student name, address, telephone number, social security number) regarding any student who participates in such a survey, analysis or evaluation shall not be revealed, except as may be required by law.

4. **Right to Inspect Information.**

- A. Parents of students have the right to request to inspect the following materials at any time:
 - i. instructional materials used in the educational curriculum; and
 - ii. protected information surveys.
- B. The following additional materials may be administered or used with students. Parents have the right to request to inspect them prior to administration or use:
 - i. instruments used to collect personal information (parent or student name, address, telephone number, or social security number) from students for marketing purposes or to sell or otherwise distribute to others for marketing purposes that are unrelated to educational products or services; and
 - ii. surveys created by third persons.

A written request for access to or copies of this information should be provided to the Freedom of Information Officer, 1201 N. Sheridan Rd., Waukegan, IL 60085. A response to the request shall be provided within a reasonable period of time from the date of the request. The District may charge its customary fee for copies, when applicable.

3. **Scheduled Dates for Specific Activities.** The District does not have scheduled, or expect to be scheduled, for the 2021-2022 school year any of the following activities:

- A. the collection, disclosure, or use of students' personal information for the purpose of marketing or for selling that information;
- B. the administration of a protected information survey; or
- C. non-emergency, invasive physical examinations or screenings of students, required as a condition of attendance, that are conducted or scheduled in advance by the school and not necessary to protect the immediate health and safety of the student or other students, other than screenings for hearing, vision or scoliosis.

To the extent any such activities become scheduled during the course of the school year, parents shall be notified and given the opportunity to review the survey instrument prior to its administration, if applicable, and to provide consent or opt their student out of participating in the activity, whichever is applicable.

4. **District Policies.** The District has or will develop policies, in consultation with parents, regarding these rights and will notify parents of these rights at least on an annual basis at the beginning of each school year.

IMMIGRANT STUDENTS' RIGHTS

School-age children who are immigrants have the same right as U.S. citizens and permanent residents to an education without regard to their immigration status. This right was made clear by the United States Supreme Court in *Plyler v. Doe*, 457 U.S. 202 (1982). The *Plyler* decision establishes that public schools are prohibited from:

- 1. denying enrollment to undocumented students;
- 2. engaging in practices that might discourage the participation of undocumented students and their families from accessing educational services;
- 3. requiring disclosure of the immigration status of a parent or child;
- 4. making inquiries of children or parents that might reveal their immigration status; and
- 5. requiring social security numbers (or documents that can only be obtained by those with social security numbers) as a prerequisite to school enrollment.

Any school district action alleged to have the effect of denying an undocumented student access to public education should be referred to the Superintendent or her designee for review.

CHILD ABUSE OR NEGLECT - MANDATED REPORTERS

All school personnel are mandated reporters and are required to report suspected cases of child abuse or neglect to the Department of Children and Family Services (DCFS) hotline 1-800-25-ABUSE. A report is required to be made whenever the school staff person has a reasonable suspicion or good faith belief that abuse or neglect has occurred or may be occurring.

The privileged qualities of communications otherwise protected by law shall not apply in regard to the report and any subsequent investigation or testimony. However, the identity of the reporter remains confidential, to the extent allowed by law. School personnel who file a report of suspected abuse or neglect in good faith or cooperate with an investigation are immune from any civil or criminal liability resulting from their participation.

When the report involves allegations of sexual abuse, any student interview by District staff beyond obtaining sufficient information to make an informed good faith report of suspected abuse, shall be coordinated with the Children's Advocacy Center.

DCFS is responsible for accepting all reports and initiating investigations as it deems appropriate and for notifying the parties of the outcome of the investigation. A determination by DCFS that a report was “unfounded” does not mean that the staff member’s report was inappropriate. The law errs on the side of protecting the health, safety and welfare of minors reasonably suspected of being abused or neglected by establishing different expectations for the information necessary to support an initial report by a mandated reporter and a finding of abuse or neglect. Any “indicated” finding of physical or sexual abuse received by the District shall be retained in the student’s temporary record files until such time as the District is notified in writing by DCFS that the report is to be removed.

SEXUAL ABUSE, FAITH’S LAW, 105 ILCS 5/2-3.188

As provided by Faith’s Law (105 ILCS 5/2-3.188), as enacted by the State of Illinois, the Illinois State Board of Education is working on a resource guide for students, parents and teachers about sexual abuse and how they can respond and contribute to the prevention of sexual abuse in their community. Once completed, the Resource Guide is to be posted on the ISBE website and a link also will be made available on the District’s website on the Parents/Students page. You also will be able to request a copy of this resource guide from the principal’s office of the school your child attends. Additionally, the School District is working on an employee code of professional policy, which will be made available on the District’s website on the Parents/Students page.

REPORTING OF ABUSE OF ADULTS WITH DISABILITIES AND SENIORS

School staff are required by law to report to the Department on Aging suspected abuse, neglect or exploitation of persons 60 or older or adults with disabilities, aged 18-59, living outside of licensed residential facilities. The suspected abuse, neglect or financial exploitation must have occurred within the past 12 months and a good faith belief must exist that the individual is unable to seek assistance for himself, herself or themselves due to his, her or their own dysfunction and reporting is in the best interest of the elderly person or adult with a disability. The incident is reported to the Adult Protective Services Hotline at 1-866-800-1409, 1-888-206-1327 (TTY). When a good faith report is made, the reporter and any individual assisting in making the report shall be immune from civil or criminal liability or professional disciplinary action. The identity of the reporter shall remain confidential unless released pursuant to written authorization of the reporter or court order.

PARENT RIGHTS REGARDING INFORMATION ON TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents may request information regarding the qualifications of the teacher(s) and paraprofessional(s), if any, assigned to teach their child. Requests should be made to the building principal of the school to which your child is assigned, or the District’s FOIA Officer, who will reply within a timely manner.

SEX OFFENDER COMMUNITY NOTIFICATION

Sex Offender information may be obtained through the Illinois Sex Offender Registry located at: <https://www.illinois.gov/services/service.sex-offenders.html> Additional information may be accessed through the Child Murder and Violent Offender Against Youth database at: <https://isp.illinois.gov/MVOAY/Disclaimer>.

PARENTS’ TIME OFF FROM WORK FOR SCHOOL MEETINGS

Illinois law provides certain employees with the ability to take up to 8 hours of unpaid leave during any one school year for the purpose of attending school academic or behavior meetings which cannot be scheduled during non-work hours. This opportunity is available provided: 1) No one period of leave may exceed four hours in a school day; 2) The employee must have exhausted all accrued leave time, other than sick or disability leave, and 3) A request must be made in writing at least seven (7) days prior to the school meeting date, unless due to an emergency. Eligible employees are those who are parents/guardians of school aged children and have worked for a public or private employer with at least 50 employees for at least 6 consecutive months, for a number of hours per week equal to or exceeding a half time position in their job classification. Employers are not required to pay employees for the time they take off for these purposes, but employers are encouraged to allow employees to make-up the leave time. The district will provide written confirmation of the meeting, upon parents’ request.

BOARD RESOLUTION DECLARING WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT No. 60
A SAFE HAVEN SCHOOL DISTRICT

WHEREAS, the United States Supreme Court has declared that no public school district may deny any child access to a free public education on the basis of that child's immigration status; and

WHEREAS, Waukegan Community Unit School District 60 (District 60) enthusiastically embraces its responsibility to welcome and educate all students regardless of their immigration status, celebrates their contribution to our diverse learning community, and will not be impeded or intimidated from exercising our responsibility; and

WHEREAS, numerous students whose education, safety, emotional well-being, and family relationships are at risk because of their immigration status may be enrolled in District 60; and

WHEREAS, District 60 is committed to ensuring that its schools are a safe and welcoming place for all its students and their families; and

WHEREAS, federal immigration law enforcement activities, on or around District 60 property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, have the potential to harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled; and

WHEREAS, no federal or State law obligates a public school district to devote any resources, financial or otherwise, to the enforcement of federal immigration laws; and

WHEREAS, educational personnel are often the primary source of support, resources, and information to assist and support students and student learning, which includes their emotional health; and

WHEREAS, District 60 believes that it is in the best interests of the students, staff, families, and community of District 60 that it assures all students and families that disruptions to the educational environment that immigration enforcement actions by Immigration and Customs Enforcement (ICE), or other law enforcement personnel, may create will be lawfully discouraged in accordance with District policies.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Waukegan Community Unit School District 60, Lake County, Illinois as follows:

1. The Board declares all District 60 schools to be safe havens for students and families threatened by immigration enforcement or discrimination, to the fullest extent permitted by law.
2. District 60 employees, contractors, volunteers, and representatives shall refrain from inquiring about a student's or parent's immigration status.
3. District 60 employees, contractors, volunteers, and representatives shall refrain from requiring any student or parent to produce documentation regarding immigration status.
4. District 60 employees, contractors, volunteers, and representatives shall not, unless compelled by federal, state or local law, or subsequent to receiving a signed release, disclose to ICE officers or to any other person or entity any information about a student's or family's immigration status or to any other person or entity any information about any District 60 student that is protected by the *Family Educational Rights and Privacy Act* or the *Illinois School Student Records Act*.
5. District 60 shall continue to provide strictly confidential counseling to all students, including those who fear what might happen to them or family members due to immigration status, and will, without inquiring into the particulars of any student's immigration status, refer each student having such fears to organizations to provide them with accurate information about their rights and responsibilities under immigration law.
6. No District 60 student shall be denied equal access to any services, educational or otherwise, on the basis of the student's immigration status.
7. District 60 shall distribute this Resolution to District 60 students and parents and to all employees, contractors, volunteers, and representatives by effective means of communication and translate it into languages commonly translated by District 60.
8. District 60 shall promptly review its existing policies and procedures and revise them to the extent necessary to comply with this Resolution.
9. This Resolution shall be in full force and effect upon its adoption.



Board of Education
Waukegan Community Unit School District No. 60

PROCLAMATION
Banned Books

WHEREAS, within the span of one calendar year, a total of 32 states within our Union have engaged with the ill-mannered practice of censorship of literature and media, otherwise known as "Banning Books";

WHEREAS, within these states, more than 138 school districts have engaged with the ill-mannered practice of censorship of literature and media, otherwise known as "Banning Books";

WHEREAS, this Banning Books has affected more than 4 million students throughout the public school system and any unknown amount of students in private education;

WHEREAS, a total of 81% of these Banning Books have been systematically used to prohibit the viewing, learning, and leisure usage of literature and media of predominantly LGBTQ+ and People of Color (POCs) Protagonists (1333 out of 1648 'unique book titles');

WHEREAS, in the State of Florida, any educator in possession of any books that 'maybe harmful to minors,' in accordance to HB 1467 and 6A-10.081, may have their professional teaching certification removed;

WHEREAS, in the State of Florida, HB 1557 "Don't say Gay," has restricted or outright banned the teaching and usage of sexual orientation and gender identity material with students within the public education system and punishes educators to the same extent as HB 1467 and 6A-10.081 ;

WHEREAS, in the State of Florida, HB 7 "STOP W.O.K.E" has restricted the right of public educators and students alike from the discussion or usage of materials that give 'unshared burden' of past action in accordance with sex, race, or national origin;

WHEREAS, students - the rank and file of our public education system - are being subjected to a watered-down education that restricts them from learning about themselves, their communities, and the world's ideas that lay upon them;

WHEREAS, students and youth are the future of our nation, and we need to supply such new leaders with the necessary skills and knowledge of people's ideas and ways of life different and similar to our own and that comes only with the usage and passionate understanding of pieces of literature and media that represents one and all;

WHEREAS, students 'do not shed their constitutional rights at the schoolhouse gate' and are functional members of our modern democracy with views, passions, and personalities different than era' s past; .

WHEREAS, students have the constitutional right to freedom of speech and expression, with the inclusion of pieces of literature and media that they wish to read, without the restriction of some arbitrary and systematically homophobic and racist red tape going across their book covers;

WHEREAS, students deserve and are obligated to have an educational atmosphere and community that will protect their constitutional rights and promote and cultivate their passions, personalities, and keep them safe from harm and discrimination;

WHEREAS, in the State of Illinois, the estimate LGBTQ+ population of peoples over the age 13 being 506,000, as of 2020;

WHEREAS, the Waukegan Community Unit 60 School District, in the City of Waukegan, Illinois, in the County of Lake, has a total student population of 14,041 students, in which 80.1% of the students are of Hispanic or Latin origin and 12.8% of the students are African-American; WHEREAS, with this explosion of diversity and people different than the ages past, it is the mission of this school district to:

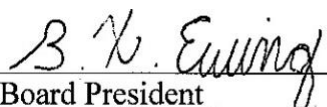
- 1) Provide students with the opportunity to view, experiment, and judge by themselves about their identities and passions, with the magic of literature and media that represents them, represents others, reveals the past, spells out the present, and the future.
- 2) Not engage with the practice of banning pieces of literature or media for any arbitrary and/or systemic reason, with the addition of the denial of banning any piece of literature and media that has any mention or usage of characters, messages, or themes that are part of any protected classes in pursuit of the Illinois Human Rights Act.
- 3) Have pieces of literature and media in classrooms that are relevant to the population to which they serve, and have no one educator deny teaching these pieces in their classrooms.
- 4) Establish policy and audits on the subject of censorship of literature and media;

WHEREAS, the light of democracy and equality shine brighter with the freedom of literature, protest, and the free exchange of ideas, but if we restrict these ideas for a twist and monstrous ideal of 'reality,' we extinguish the light forever, failing our students;


WHEREAS, as our very own Ray Bradbury says in his novel, Fahrenheit 451, "The magic is only in what the books say, how they stitched the patches of the universe together into one garment for us;" and

WHEREAS, as the writer C.S Lewis states magically all those years ago, "We read to know we're not alone."

NOW THEREFORE, in recognition of the numerous and recent attacks on the world of academia and the written word, the Board of Education of the Waukegan Community Unit School District No. 60 and the Student Board Member proclaim that the Waukegan Community Unit School District 60 stands firm on the promise and mission of providing their students with the wonders of literature and media different than our own and never subjecting these students to ever have to fight for the right to read, effective this 9th day of May, 2023.


Board President


Board Secretary


Student Board Member

STUDENT RECORDS – MAINTENANCE AND CONFIDENTIALITY

Parents may receive confidential guidance to understand the information contained in the records. In the event that student record files include information or data which require professional interpretation, the district may make a qualified individual from the district available to explain the contents of the file. Parents also may have an individual of their choosing interpret the files, at their sole expense.

Student records are maintained in conformance with the requirements of the *Illinois School Student Records Act*, the *Family Education Rights and Privacy Act* and Board policy 6051, Student Records – Maintenance and Destruction. Your child's school records should be factual and only include matters relevant to your child's education.

Parents have a right to inspect and copy, or to authorize the inspection and duplication of, student record information about their student, unless otherwise prohibited by a current, valid court order of which the school principal or the principal's designee responsible for student records is aware, including an order of protection. This right transfers to the student once the student reaches the age of 18, unless a legal guardian has been appointed for the student, or the student graduates, marries, or joins the military. Any student, however, has the right to inspect and copy his/her, or their permanent record. Reasonable copying charges may be assessed.

You can get further information about how to proceed from your child's school principal or from the Office of the Superintendent. Requests to the Office of the Superintendent should be addressed to: 1201 N. Sheridan Rd., Waukegan, IL 60085. The Privacy Officer for preschool students is the Coordinator of Pre-K Programs. Concerns regarding preschool student records also can be addressed to the Pre-K Programs office at 1201 N. Sheridan Road, Waukegan, IL 60085.

1. **Definition.** Student records consist of permanent and temporary records that reflect personally identifiable information about the student, which is educationally relevant and regularly maintained by the district.

a. **Student Permanent Records** include:

1. student names, addresses, birth date and place and gender;
2. unique student identifier;
3. academic transcript – including grades;
4. class rank;
5. graduation date;
6. grade level achieved;
7. score on college entrance examinations and scores on high school State assessment exams;
8. designation of an Advanced Placement computer science course as a mathematical-based, quantitative course or student achievement on State Seal of Biliteracy or State Commendation Toward Biliteracy (if applicable);
9. attendance record;
10. health records;
11. parents'/guardians' name(s) and address(es); and
12. record of release of permanent record information.

b. **Student Temporary Records** include:

1. scores received on elementary/middle school State assessment exams,
2. discipline records regarding serious infractions (drugs, weapons or bodily harm),
3. home language survey results,
4. indicated findings by the Department of Children and Family Services of physical or sexual abuse of a student,
5. orders of protection,
6. health-related records,
7. accident reports, and
8. records of release of temporary record information, and

May also include:

1. family background information;
2. assessment results– group and individual;
3. aptitude test scores;
4. reports of psychological reports including information on intelligence, personality and academic information obtained through test administration, observation or interviews;
5. elementary and secondary achievement level test results;
6. reports related to individual problem-solving activities;
7. participation in extracurricular activities including any offices held in school-sponsored clubs or organizations;
8. honors and awards received;
9. teacher anecdotal records which are not personal notes (see 1(C)(2) below for excluded records);
10. disciplinary information not otherwise required to be retained by paragraph 1B(2) above;

11. special education files, including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records and tape recordings relating to special education placement, hearings, and appeals;
 12. records associated with plans developed under Section 504 of the *Rehabilitation Act of 1973*;
 13. other verified reports or information of clear relevance to the education of the student from non-educational persons, agencies or organizations.
- c. **Excluded Information.** Student records do not include:
1. information created and maintained by law enforcement personnel working in the school, for a law enforcement purpose;
 2. personal notes of staff not shared with anyone other than a substitute;
 3. confidential letters of recommendation for employment, post high school educational opportunities, or honorary recognition;
 4. video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes; and electronic recordings made on school buses, unless and until utilized for an individual student matter and maintained as a school student record; and
 5. other information protected by law.
2. **Right to Inspect and Copy.** Parents have a right to see and make copies of their student's records, unless limited by law. Student records may be inspected or copied within a reasonable time no later than ten (10) school business days from the principal's receipt of a written request and, where applicable, an appropriate authorization. If necessary, the District may notify the parent in writing of the need to extend the response time by five (5) school business days due to: the volume of documents requested; the need to search for categories of records, consult with another interested party or retrieve the documents from another location; or additional time being necessary to avoid unduly burdening the District or interfering with school operations. The parties also may agree to a delivery date outside of these timelines.
3. **Privacy Rights of Students Twelve Years and Older.** If the record contains information related to a student's:
- a. mental health,
 - b. developmental disability,
 - c. substance abuse (or that of a family member),
 - d. exposure to a sexually transmitted disease,
 - e. experience of sexual violence, or
 - f. HIV test result
- and if the student is 12 years of age or older,** the student, by law, may need to provide consent for parental access or its release to third parties.
4. **Right to Control Access and Release.** Parents generally have the right to control access to and release of student school record information and to request a copy of any information released. The law, however, allows the district to release information absent parental consent in certain circumstances. The following summarizes the most common occurrences:
- a. The records of a student shall be transferred by the records custodian of a school to another school in which the student has enrolled or intends to enroll, upon the request of the records custodian of the other school. The parent shall receive prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy and challenge such information prior to its release. If the address of the parent is unknown, notice may be served upon the records custodian of the requesting school for transmission to the parents.
 - b. The school shall grant access to information contained in school student records to persons authorized or required by State or federal law or court order to gain such access, provided that:
 - i. such personnel shall provide the school with appropriate identification and copy of the statute or a certified copy of a court order authorizing such access; and
 - ii. the parent receives prior written notice of the nature and substance of the information to be released and an opportunity to inspect, copy and/or challenge such information, except that prior written notice is not required if the parent is named on a court order.
 - c. The school shall grant access to or release information from student records without parental consent or notification:
 - i. to an employee or official of the school/School District (who may include a School Board member, attorney, accountant, police liaison personnel when acting at the school's request or to maintain school rules, or contracted agents such as: student support service providers, therapeutic day/residential school

program staff, alternative learning program staff, or third party student software providers storing student record information, who are conducting school business on behalf of the Board of Education and have a current demonstrable educational or administrative interest in the student and the records are in furtherance of such interests;

- ii. to authorities conducting State or federal audits;
- iii. to any person for the purpose of research, statistical reporting or planning, provided that:
 - (a) such person has the permission of the Superintendent;
 - (b) no student or parent can be identified from the information released; and
 - (c) a written agreement exists minimally stating the purpose of the study/report, limitations on redisclosure of information, record destruction procedures and agreement to comply with all laws relevant to student records;
- iv. to juvenile authorities, as defined in the *Illinois School Students Record Act*, provided that:
 - (a) the disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released ;
 - (b) the release occurs prior to the student's adjudication;
 - (c) the information is necessary for the discharge of the requestor's official duties, and
 - (d) the District receives written certification that the information will not be re-released except in accordance with written parental consent or State law;
- v. as needed to respond to an emergency, to protect the health and safety of the student or others; and
- vi. with the Department of Healthcare and Family Services, as authorized in furtherance of school breakfast and lunch programs.

Any release of information other than specified above requires the prior, specific, dated, written, consent of the parent/guardian or student for whom parental rights have transferred designating the person to whom such records may be released. Only that information necessary to comply with the authorization will be released. At the time such consent is requested or obtained, the school shall ensure the parent has been informed in writing of the following rights:

- i. to inspect and copy such records;
 - ii. to challenge the contents of such records; and
 - iii. to limit any such consent to designated portions of information within the records.
5. **Right to Request Removal of College Entrance Exam Scores.** Parents may request in writing the removal of one or more scores received on college entrance examinations from the student's academic transcript. Any such request must include the name of the exam and the dates of the scores to be removed.
6. **Rights and Procedures for Challenging the Content of Records.**
- c. Parents generally shall have the right to challenge any entry, exclusive of grades, in the school records on the basis of:
 - i. accuracy;
 - ii. relevance; and/or
 - iii. propriety.
 - d. Additionally, no challenge may be made to records of expulsion or out-of-school suspensions if the challenge arises at the time of a student transfer.
In order to make such a challenge and to receive a copy of the procedure involved the parents shall contact the building principal of the school attended by their child.
7. **Destruction Schedule.**
- a. Permanent records shall be maintained for 60 years after the student graduates, transfers or otherwise permanently withdraws from school and thereafter destroyed.
 - b. Temporary records will be destroyed five years after the student's transfer, graduation or permanent withdrawal from the district, unless culled during a periodic review.
 - c. Litigation Holds. Documents subject to a litigation hold shall not be destroyed until such time as the litigation hold has been lifted or the applicable timeline for retention has expired, whichever occurs last.
Parents shall be given an opportunity to copy student record information before such time as records are destroyed. Student temporary records shall be reviewed every four years or upon a student's change in attendance center to verify entries and to eliminate or correct any out-of-date, misleading, inaccurate, unnecessary or irrelevant information.
8. **Directory Information.** The district releases the following directory information: student name, academic awards and honors received, grade level, and information as to participation in school sponsored activities, organizations, and athletics in school publications such as the student newspaper; school yearbook; activity or athletic programs, information sheets, or rosters and the District's website. Student name and address information, additionally, is

provided to the City of Waukegan Police Department in an effort to assist in maintaining a safe educational and community environment for students, staff and community members. **If you do not want your student's name released in one or more of these instances you must complete the Release of Directory Information forms in this booklet and return it to the individual noted on the form.**

9. **Right to Privacy of Student Records.** No person may condition the granting or withholding of any right, privilege, or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record.

ILLINOIS
STUDENT ONLINE PERSONAL PROTECTION ACT (SOPPA)

Annual Notice to Parents about Educational Technology Vendors Under the Illinois Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

The contact information for the District's Privacy Officer or other staff member designated to respond to Parent requests for their child's covered information follows:

Dr. Josue Cuevas
1201 North Sheridan Road
Waukegan, IL 60085
jcuevas@wps60.org
Phone: 224-303-1000

Under SOPPA, you have the right to review your child's *covered information*. *Covered information* means PII or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application. *Operators* are entities (such as

educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Under SOPPA, you have a right to:

1. **Request to inspect and review your child's covered information, whether it is maintained by the District, the Illinois State Board of Education (ISBE), or an operator.**
 - a. The district will provide you with the opportunity to inspect and review your child's covered information within the timeframe prescribed by State rules.
 - b. If the covered information requested includes data on other students, your access will be limited to the covered information relevant to your child.
 - c. If the covered information you request includes your child's school student records, the district will permit you to inspect and review any school student records of your child in accordance with the district's procedures for student records requests.
2. **Request a copy of your child's covered information, in electronic or paper form.**
 - a. The district will provide the copy to you within the timeframe prescribed by State rules.
 - b. If you request an electronic copy, the district will provide you the copy in an electronic format, unless the district does not maintain the information in electronic format and reproducing it in an electronic format would be unduly burdensome to the district.
 - c. If you request a paper copy, the district will charge you the reasonable cost of copying in the amount authorized by State rules. However, you will not be denied a copy if you have an inability to pay.
 - d. You are limited to the number and frequency of copying requests provided by State rules.
 - e. If the covered information you request includes your child's school student records, the district will provide a copy of your child's school student records to you in accordance with the district's procedures for student records requests.
3. **Request corrections to factual inaccuracies contained in your child's covered information.** Upon receipt of a request, the district will take the following steps:
 - a. The district will review your request and determine if the factual inaccuracy exists.
 - b. If the District determines that a factual inaccuracy exists, and the district maintains or possesses the covered information, it will correct the inaccuracy and confirm the correction with you within 90 calendar days after receiving your request.
 - c. If the District determines that a factual inaccuracy exists and an operator or ISBE maintains the information, the district will notify the operator or ISBE of the factual inaccuracy and the correction to be made. The operator or ISBE is required to confirm the correction with the district within 90 calendar days after it receives the district's notice. The district will then confirm the correction with you within 10 business days after it receives the confirmation of the correction from the operator or ISBE.
 - d. If the covered information you are requesting be corrected includes your child's school student records, the district will follow its procedures for amendment of student records with respect to those school student records.

To make a request to inspect and review, copy, and/or correct your child's covered information, please contact the staff member identified above and specify the nature of your request. You will need to submit your request in writing, utilizing any form the district requires.

Contact Information for Nondiscrimination or Title IX Complaints

Title IX/ Non-Discrimination Coordinator: Joseph Clary

Interim Title IX/Nondiscrimination Complaint Manager (Lincoln Center): Anderson Lattimore

Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085
Ph. 312-371-2444

Email: nondiscrimination_coordinator@wps60.org; or <mailto:jclary@wps60.org>

A student, parent, employee or community member should notify the District’s Coordinator for Nondiscrimination of good faith beliefs that his or her right to be free from discrimination or harassment based on a legally protected category has been violated under State or federal law. A student, parent, employee or community member should notify the District’s Coordinator for Nondiscrimination (above) or a Complaint Manager (below) of their good faith belief that an individual has been subjected to sexual harassment in violation of Title IX of the Education Amendments of 1972.

Complaint Managers for Title IX Sexual Harassment Complaints Only

[Information will be updated prior to publication]

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| <p><u>Andrew Cooke Magnet</u> <i>Contact Principal, Stephanie Jensen for assignment of Complaint Manager</i></p> <p>Ph. 224-303-1710 sjensen@wps60.org</p> | <p><u>H.R. McCall Elementary</u> <i>Assistant Principal, Shannon Lindsey</i></p> <p>Ph. 224-303-1789 slindsey@wps60.org</p> | <p><u>Oakdale Elementary</u> <i>Principal, Catalina Quinones-Nelson</i></p> <p>Ph. 224-303-1860 Email: cquinones-nelson@wps60.org</p> | <p><u>Robert Abbott Middle School</u> <i>Principal, Carl Hagman</i></p> <p>Ph. 224-303-2360 Email: chagman@wps60.org</p> |
| <p><u>Carman-Buckner Elementary</u> <i>Assistant Principal, Allie Lichtenstein</i></p> <p>Ph. 224-303-1564 Email: alichtenstein@wps60.org</p> | <p><u>Hyde Park Elementary</u> <i>Assistant Principal, Melissa LaShelle</i></p> <p>Ph. 224-303-2007 Email: mlashelle@wps60.org</p> | <p><u>Washington Elementary</u> <i>Assistant Principal, Matthew Decker</i></p> <p>Ph. 224-303-2231 Email: mdecker@wps60.org</p> | <p><u>John R. Lewis Middle School</u> <i>Assistant Principal: Melissa DeWitt</i></p> <p>Ph. 224-303-2560 Email: mdewitt@wps60.org</p> |
| <p><u>Clearview Elementary</u> Interim Principal: Jose Salazar</p> <p>Ph. 224-303-1600 Email: jsalazar@wps60.org</p> | <p><u>John S. Clark Elementary</u> <i>Contact Principal Gladys Rodriguez for assignment of Complaint Manager</i></p> <p>Ph. 224-303-1580 Email: grodriguez@wps60.org</p> | <p><u>Whittier Elementary</u> <i>Principal, Andrew Kramer</i></p> <p>Ph. 224-303-1910 Email: akramer@wps60.org</p> | <p><u>WHS-Brookside Campus</u> <i>Assistant Principal, Michael Field</i></p> <p>Ph. 224-303-3068 Email: mfield@wps60.org</p> |
| <p><u>Glen Flora Elementary</u></p> <p>Principal, Joel Ruiz Ph. 224-303-1810 Email: jruiz@wps60.org</p> | <p><u>Little Fort Elementary</u> <i>Assistant Principal, Timothy J. LaBrie</i></p> <p>Ph. 224-303-3711 Email: tlabrie@wps60.org</p> | <p><u>Edith Smith Middle School</u> <i>Assistant Principal, Vivian Kueter</i></p> <p>Ph. 224-303-2771 Email: vkueter@wps60.org</p> | <p><u>WHS-Washington Campus</u> <i>Assistant Principal, Terrance Thomas</i></p> <p>Ph. 224-303-3388 Email: tthomas@wps60.org</p> |
| <p><u>Glenwood Elementary</u> <i>Assistant Principal, Jennifer Aldred</i></p> <p>Ph. 224-303-2021 Email: jaldred@wps60.org</p> | <p><u>Lyon Magnet Elementary</u> <i>Principal, Anne Zahn</i></p> <p>Ph. 224-303-3211 Email: azahn@wps60.org</p> | <p><u>Jack Benny Middle School</u> <i>Principal, Isaac Kirkwood</i></p> <p>Ph. 224-303-2407 Email: ikirkwood@wps60.org</p> | <p><u>Alternative/Optional Educational Center</u> <i>Assistant Principal, Irvin Jerry</i></p> <p>Ph. 224-303-2880 Email: ijerry@wps60.org</p> |
| <p><u>Greenwood Elementary</u> <i>Principal, Joyce Meyer</i></p> <p>Ph. 224-303-2090</p> | <p><u>North Elementary</u> <i>Principal, Nicole Lembergr</i></p> | <p><u>Miguel Juarez Middle School</u> <i>Principal Nelson Campos</i></p> | <p><u>Robbie Lightfoot Early Learning Center</u></p> |

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| <p>Email: jmeyer@wps60.org</p> | <p>Ph. 224-303-2170 nleberger@wps60.org</p> | <p>Ph. 224-303-2671 ncampos@wps60.org</p> | <p><i>Contact Principal Nicole Session for assignment of Complaint Manager</i></p> <p>Ph. 224-303-1410 Email: nsession@wps60.org</p> |
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BE INFORMED

- General Information
- Senate Bill 100
- Related Board of Education Policies
- Health-Covid-19 Information

GENERAL INFORMATION ABOUT WAUKEGAN PUBLIC SCHOOLS

DISTRICT WEBSITE - Please visit <http://www.wps60.org> to find information regarding District policies, initiatives and events.

AUTOMATED PARENT NOTIFICATIONS

In accordance with the Telephone Consumer Protection Act (TCPA), Waukegan Community Unit School District # 60 wishes to inform parents that from time to time parents/guardians will receive pre-recorded voice or text messages in the case of emergencies or for information closely related to school matters.

FOIA OFFICER

The District's Freedom of Information Officer is Kayla Wolf, Paralegal Public record information requests may be sent to the FOIA Officer at: Waukegan Community Unit School District No. 60, 1201 N. Sheridan Road, Waukegan, IL 60085 or foia@wps60.org. For a list of records immediately available on the District's website, visit https://www.wps60.org/our_district/freedom_of_information_act-foia

EMERGENCY SCHOOL CLOSINGS

In case of bad weather or other emergencies, the closing of school(s) will be reported to the Emergency Closing Center as well as to local television and radio stations. Be sure to listen for the specific school or District name. All closures reported to the Emergency Closing Center can be viewed online at <http://www.emergencyclosingcenter.com>, where you may also register for email notifications. Emergency closing announcements will also be made via pre-recorded voice or text messages to the household's primary telephone number, the Priority Mail 60 e-mail system, the District's website home page at <http://www.wps60.org>, and in social media. *See also*, District Policy 3601.

TOBACCO & DRUG FREE ZONES

Smoking or the use of any tobacco products, including electronic nicotine delivery systems, such as: vapes, vaporizers, vape pens, hookah pens, and electronic cigarettes or e-pipes, is prohibited on all school property, including District owned, leased or operated vehicles, and within 15 feet of the entrance to any school building or other school facility. Multiple State and federal laws prohibit the possession or use of cannabis, including medical cannabis; illegal controlled substances and methamphetamines on school grounds, in school buildings or in school transportation and require reporting violations to local law enforcement authorities.

CONCEALED CARRY

Firearms are prohibited in school buildings, on school grounds or school transportation or at school sponsored events and activities except if carried by on-duty law enforcement personnel. Visitors with a current, valid FOID card authorized for concealed carry may store a handgun in a properly locked vehicle or concealed container within the vehicle in school parking lots while engaged in school related business. However, the law also requires school principals to report any person observed with a firearm on school property, including parking lots, school transportation, or at school related events or activities, to local law enforcement authorities.

FOOD ALLERGIES

While it is not possible for the District to completely eliminate the risk of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions when necessary. If you believe your child needs accommodations for food allergies during the school day, contact the school nurse assigned to your child's building or the 504 Coordinator, located at 742 Greenwood Avenue, Waukegan, Illinois 60087, 224-303-3601.

SCHOOL SAFETY

1. **School Tip Line.** Waukegan Public Schools reserves the right to maintain a tip line service for students, staff, parents and community members to report an incident to a school administrator. Incidents may be reported via the Internet, text message, or direct communication to a school staff member.

Either a school or District administrator will investigate incidents that are reported. Students are held to the school's discipline policies and procedures when reporting incidents via the school tip line service. The Tip Line is found on the District's home web page at www.wps60.org and also is available on every school's home page.
2. **Emergency Communication.** In the event of a school emergency, Waukegan Public Schools will attempt to notify parents/guardians through various methods. These methods may include, but are not limited to:
 - a. Blackboard Connect voice messages to the parent/guardian cell phone;
 - b. mass Alert text messages to the parent/guardian cell phone;
 - c. letters home to parent/guardian;
 - d. message posted to District website;
 - e. social media platforms; and
 - f. message to the community via television and/or radio stations.

All parents/guardians are reminded to keep their emergency contact information up-to-date during the school year. If you change your address after registration, please contact the building/house secretary to change your emergency contact information.

3. **Emergency Drills.** In accordance with the Illinois *School Code*, all schools shall complete the required school emergency drills each school year. These include the following drills: Evacuation, Law Enforcement, Bus Evacuation, and Severe Weather and Shelter-in-Place.
 - a. Evacuation Drill. This type of drill prepares students and school staff for a quick exit out of a building when the conditions inside of a building are no longer safe. Evacuations may occur due to fire, hazardous material release, bomb threats or suspicious items, etc.
 - b. Bus Evacuation Drill. This type of drill prepares students and school staff to quickly exit a school bus when conditions inside of a bus are no longer safe. Bus evacuations may occur due to fire, hazardous material release, bomb threat or suspicious items, etc.
 - c. Law Enforcement Drill. This type of drill prepares students and school staff to respond to crisis situations that involve law enforcement. Schools can conduct drills that either prepare students and staff for events that are dangerous inside or outside of the building. This type of drill can include Lockdown or Reverse Evacuation procedures.
 - d. Severe Weather and Shelter-in-Place Drill. This type of drill prepares students and school staff to respond to crisis situations that involve severe weather (*e.g.*, tornadoes, earthquakes, severe thunderstorms, etc.) or the release of dangerous gasses or chemicals outside of the building.
4. **Law Enforcement Assistance – Health or Safety Risk.** Consistent with the *School Code and district Board Policy*, and in addition to any disciplinary action that may be appropriate, principals are authorized to contact local law enforcement, “when the safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by illegal gang activity”; assistance is necessary with a school search related to drugs, weapons or other illegal or dangerous substances or materials, or there is a battery to staff. 105 ILCS 10/20.4, 10-22.6(e). *See also* Level II infractions contained in Section III.
5. **Pesticide Application Registry.** Whenever possible, the Waukegan Community Unit School District No. 60 utilizes environmentally safe products to assist in providing a safe and healthy learning environment for students, staff and visitors. From time to time, application of pesticides including insecticides, is necessary to address pest control concerns that are non-responsive to less toxic measures. Telephone broadcast notices will be given at least two (2) business days in advance of the application of any pesticides to school property or school structures to parents who have registered to receive such notice. If you would like to be included in the registry, complete and return the form in Section III. Questions regarding the District’s pesticide application practices or the registry may be directed to the Director of Operations at 224-629-1115.
6. **Asbestos Management Plan.** The District’s Asbestos Management Plan is available for review during regular business hours at the District’s central administrative office.
7. **Photo/Video Monitoring.** The District uses photographs and video recordings to assist in monitoring school grounds and property for purposes of safety and security of the students, staff and visitors and to assist with monitoring the condition of the schools and inventorying its property. This recording may occur in public spaces, such as hallways and buses, and the image of individuals accessing the school grounds or using school property may be captured in these recordings. The recordings are not regularly maintained by the District unless used for a specific District purpose, such as filing of a property damage report, student discipline or inventory records. Video recordings are the property of the School District, and disclosure of any video is subject to authorization by the Deputy Superintendent of Operational Supports and Programs or his designee.

FREE OR REDUCED COST BREAKFAST/LUNCH PROGRAM

The District currently provides free breakfast and lunch to all students without the need for an application. Add-ons or second meals are available for a charge. Prepayment for meal supplements are required at least a week in advance at the elementary schools. Payment is accepted at the middle and high schools at the time of purchase for any second meal and à la carte items. Questions regarding the District’s meal programs should be directed to the Coordinator of Transportation and Child Nutrition at 224-303-3801. *See also*, District Policy 3056, an excerpt of which is in Section III.

SOCIAL ACTIVITIES

Each school offers a variety of social, community and recreational events throughout the school year. School organizations, such as the P.T.O., Booster’s Club, PBIS Green Teams, etc., assist in the organization and promotion of these activities.

Students may be denied admission to any school event, including prom, as a disciplinary consequence for conduct that violates the District’s discipline policies, if the student is subject to suspension or expulsion at the time of the event, if the student otherwise is absent on the day of the event without valid excuse or due to illness, or if the student’s average grade is “F”. *See also*, policies 5240, 5243, 5244, 5246, 6010 and 6040 in Section III.

BUDGET AVAILABILITY

This District's approved annual budget is available for review on the District's website at www.wps60.org. https://www.wps60.org/operations/business_and_financial_services/district_budget.

DRIVER EDUCATION

The District's Drivers Education policy is provided to students and parents in grades 9 through 12. It also is available on the District's website at <https://intra.wps60.org/GetFile/BoardPolicy/5223>.

ALTERNATIVE EDUCATION PROGRAMMING

The district provides alternative education programs. Parents or students may contact the Office of Student Outreach at 224-303-1145 for additional information.

GRADING AND HOMEWORK PRACTICES

Teacher grading practices and homework expectations are to be provided to parents at the start of the school year (elementary) or course (middle and high school). District expectation can be found at Policies 5212-5215.

PROMOTION/RETENTION

OVERVIEW Waukegan strives to promote students at all grade levels by providing a multi-tiered system of support to ensure the success of all students, as well as opportunities for acceleration. Student promotion considerations will continue on an annual basis, and those students identified as being eligible for accelerated learning opportunities or in need of supplemental support will receive opportunities for extended learning. The promotion/retention protocol will focus on students in 2nd, 5th, and 8th grade and at all grade levels in the High School, in accordance with district Board Policy. Students in these benchmark grades will be required to display academic proficiency across a variety of criteria designed to gauge overall student performance. Students identified as making inadequate academic progress at the conclusion of the benchmark year will be required to attend, and successfully complete, a rigorous summer program in order to be promoted to the next grade level.

EQUITY AND INCLUSION STATEMENT

The mission of the Department of Equity and Inclusion is to uphold a culture of inclusion that embraces diversity. Our department will lead the district's collaborative efforts in building a culture of equity and inclusion for ALL students, families, employees, and community members. This office will support these efforts by assessing, and cultivating the district's equity plan to ensure equity, access, and excellence for all. Please visit our website for updates. If you have any questions or need assistance please contact Tasia Fields, Director of Equity and Inclusion at tfields@wps60.org

Senate Bill 100

SB100 Defined: Senate Bill 100 was signed into law August 24, 2015. The Act seeks to address the causes and consequences of the “school-to-prison pipeline” by legislating disciplinary guidelines for both public and charter schools. Senate Bill 100 explicitly requires that schools minimize exclusionary discipline practices such as suspension and expulsion, while increasing use of alternatives to suspension.



Below are brief summaries of the key elements of SB100, as applicable to public schools.

- Elimination of “zero-tolerance” policies. Schools will no longer be allowed to use policies that require suspension or expulsion in response to particular student behaviors, unless required by federal law or state code.
- Suggestion to create a memorandum of understanding with local law enforcement agencies that clearly define law enforcement’s role in schools.
- Tighter restrictions on the use of exclusionary discipline consequences. Out-of-school suspensions of longer than three days, expulsions, and disciplinary referrals to alternative schools can only be used when all other appropriate and available disciplinary interventions have been exhausted, not as a punishment for misbehavior.
- Focuses on meeting student needs and addressing the root causes of disciplinary issues. Students that are suspended out of school for longer than four days must be provided appropriate and available support services during the period of suspension.
- Promotes proven disciplinary alternatives in place of exclusionary discipline.
- Promotes improved professional development for school officials and staff. Districts are recommended to provide ongoing professional development to all school officials and staff members on:
 - a. The adverse consequences of school exclusion and justice-system involvement,
 - b. Effective classroom management strategies,
 - c. Culturally responsive discipline, and
 - d. Developmentally appropriate disciplinary methods that promote positive and healthy school climates.
- School districts must also create a policy for re-engaging students returning to school from suspensions and expulsions.
- Schools are required to provide suspended students with the opportunity to make up work they missed for equivalent academic credit.
- Ensures greater transparency and accountability to parents/guardians and gives parents/guardians more information about why their children are being excluded from school and why the particular length of exclusion was chosen.
- Prohibits disciplinary fines and fees unrelated to restitution.
- Holds charter schools and traditional public schools to the same standards by eliminating the exemption of charter schools from school discipline regulations.

(Adapted from: The Midwest PBIS Network, January 2016- Senate Bill 100 Brief

<https://www.midwestpbis.org/coaches>(last accessed 6/29/19.)

SB100 was signed into law as Public Act 099-0456. [Click here to view Public Act 099-0456](#)

RELATED BOARD OF EDUCATION POLICIES

EDUCATIONAL PHILOSOPHY ***Board of Education Policy 5000 -***

Mission

Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe learning environment that celebrates our diversity and similarities in a spirit of unity and respect.

Guiding Principles

Equity. The process in which we educate our children that is fair, inclusive and provides a continuum of resources that support educational success. Educational equity promotes real life possibilities resulting in educational results for each individual student's successful achievement.

Access. Ensures that the educational institution and District policies provide equitable opportunities for all students, regardless of race, religion, gender, sexual orientation, intellectual ability, past academic performance, special education status, English-Language proficiency, and family income or educational attainment levels, and align reasonable resources to each student based on his/her/their individual need(s).

Excellence. The expectation and standard that best practice is at the forefront of the District's goals. Leadership, teaching and community engagement are of the highest quality, based on the most innovative and proven education strategies and research methodologies. Rigorous, nourishing, critical and creative thinking is responsive to all constituents.

Rights and Responsibilities

[T]he District shall provide the opportunity for each individual student:

1. To develop the ability to think logically, openly, and creatively in addressing and coping with life's challenges;
2. To develop self-discipline and to acquire the knowledge, skills, and attitudes which will enable him/her to live a life of personal satisfaction and service to his/her fellow men;
3. To learn in an atmosphere of mutual trust, respect and understanding and an environment in which the value and strengths of diversity are recognized and celebrated;
4. To develop a positive self-image and an appreciation of differences;
5. To recognize that controversy, conflict, and change exist; and to understand that issues such as peace, racism, bigotry, poverty, ecology, and individual freedom should be an integral part of learning in and out of school...

Board of Education Commitment

The Board of Education commits to ensuring that equity, access and excellence are essential principles of our school system, fully integrating these principles into all of our policies, programs, operations and practices...

STUDENT PROMOTION/RETENTION GRADES K-12

Board of Education Policy 5215

POLICY

Goals and objectives adopted by the Board of Education stress the achievement of academic proficiency at each grade level. The Board of Education requires that students achieve minimal competency prior to promotion. Promotion, therefore, will be determined on academic growth and development and not on social reasons or other criteria.

Student academic growth and eligibility for promotion shall be determined by the School District based upon successful completion of the curriculum, attendance, and performance on nationally normed and local assessments, in conjunction with the rules and regulations set forth below. The policy of academic promotion will be consistently implemented. Students at any grade level whose performance falls below minimum expectations, as measured at least on a quarterly basis, will be provided with supplemental assistance by matching high-quality instruction and interventions to the student's individual needs. Interventions are to be data-driven, grounded in best teaching practices, and inclusive of academic, behavioral and social-emotional competencies.

Students qualified for special education under the *Individuals with Disabilities Education Improvement Act of 2004*, are to be held to the same standards for promotion as students without disabilities, taking into consideration modifications, if any, identified in the students' respective Individualized Education Program (IEP). The effect of the policy will be to ensure students are promoted to the next grade level for reasons of academic growth.

This policy is pending Equity review, and may be updated prior to final publication of the Handbook.

RULES AND REGULATIONS

Grades Pre-Kindergarten Through Grade 8

1. **Promotion Eligibility:** Student's academic growth shall be determined thorough review of student specific data reflecting academic achievement, including but not limited to grades, attendance, and test scores. Promotion shall be based upon a determination that the student has made sufficient progress in mastering the learning standards at the current grade level such that the student would be expected to continue to progress at the next grade level. Accelerated learning opportunities will be taken into consideration where applicable.
2. **Retention:** Students in the 2nd, 5th and 8th grades must meet minimum academic benchmarks on State standardized assessments and grades to qualify for promotion to the next grade level. Failure to do so shall result in the student's retention in addition to any individualized learning interventions that are put into place.
 - A. **ENGLISH LEARNERS.** For students who are English Learners, standardized assessments must be given in the student's primary language of instruction to be considered toward attainment of established benchmarks.
 - B. **DIVERSE LEARNERS.** For students who are Diverse Learners, any modification to the benchmark standards applicable to all students will be considered only if documented as being necessary due to the student's disability and the modified standard by which promotion is to be considered is clearly articulated in the student's IEP.
2. **Attendance:** Regular attendance by students is expected, unless excused, and increases student achievement opportunities.
3. **Continuous Progress Monitoring & Interventions for Struggling Students:**
 - A. **BUILDING LEVEL ACTIVITIES:** Building grade level and/or problem-solving teams:
 - 1) Identify students in need of tiered interventions based on data,
 - 2) Develop an individualized intervention plan for identified students,
 - 3) Maintain communication with parents and students throughout the implementation of the intervention plan.
 - B. **ATTENDANCE INTERVENTION:** When unexcused absences by a student exceed nine (9) of the last 180 school days, the student will be referred for truancy intervention, whether or not the student is meeting minimum academic standards.
 - C. **FREQUENCY OF PROGRESS MONITORING:** Student progress is monitored at least quarterly or more frequently as required by District protocol, to determine effectiveness of the intervention plan and make modifications as needed.
 - D. **SUMMER SCHOOL:** Students in the 2nd, 5th and 8th grades who fail to meet the promotion criteria will be required to attend summer school. Successful passage of summer school will result in promotion to the next grade level. Failure to attend or failure to pass summer school will result in the student's retention for the upcoming school year.
 - E. **CENTRAL OFFICE REPORTING:** Academic growth data on all students is submitted to the Coordinator of Assessment and Research.

Grades 9 Through 12

1. **Promotion Eligibility:** Student performance is measured by local assessments and student grades. Students earn credit based on successful completion of the curriculum for each course in which they register. Promotion eligibility occurs when students earn the minimum number of credits for placement in the next class or meet the requirements set forth by the IEP Team. Classification as a freshman, sophomore, junior or senior is not determined by the number of years of attendance at the high school. It is determined based on total credits earned.
2. **Sequential Course Enrollment:** A student's eligibility to register for a higher level course in a sequence is contingent upon the student having passed the prerequisite course within that sequence. Credit transferred from another school may qualify for meeting course prerequisite requirements, upon approval of the Principal or the Principal's designee.
3. **Credit Recovery:** Students who fail to pass a course will be provided with credit recovery opportunities throughout the school year and over the summer. Student participation is voluntary; however, successful completion of credit recovery courses shall result in the award of course credit that is counted toward class level advancement.
4. **Alternative Learning Opportunities:** Students identified as continually struggling in a traditional classroom structure may be considered for assignment to alternative learning opportunities that better match the

student's learning needs. The parent and student shall be involved in any decision to assign a student to such an instructional program. **Parent Notice**

The Superintendent or the Superintendent's designee shall use reasonable methods to notify parents and students annually of the academic and attendance performance standards associated with promotion and retention. This includes the credit requirements for grade level promotion in the high schools. Parents also shall be advised of the criteria used to determine eligibility for accelerated learning opportunities or implementation of support services to assist students whose rate of progress puts them at risk of failing to meet the minimum performance expectations.

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| <p style="text-align: center;"><u>ADMINISTERING MEDICATION TO STUDENTS</u> <i>Board of Education Policy 6031</i></p> |
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The District School Board revised this Policy in School Year 2022-2023, as reflected here:

The purpose of administering medications in school is to help each child maintain an optimal state of health that may enhance the child's education. Parents have the primary responsibility for the administration of medication to their children. The administration of medication to students, or the self-administration of medication by students, during regular school hours and during school-related activities is discouraged unless necessary for the critical health and well-being of the student. Therefore, only medicines prescribed by a licensed physician or State-licensed health care provider authorized to prescribe medications, which are essential for the child to remain in school or over the counter medications needed for temporary pain relief shall be brought to school, to be administered in accordance with the guidelines set forth below. The intent of this policy is to reduce the number of medications given in school, yet assure safe administration of medications when necessary.

The objective of any medication policy includes facilitating self-responsibility for medication after appropriate counseling and teaching children and their families about health and self-care. This includes working with families for whom an appropriate authorization is on file for the self-administration of medication by the student. It is within the scope of responsibility of the school nurse to provide counseling to children regarding appropriate medication use.

Students shall not possess or consume any prescription or non-prescription medication until a complete medication authorization form is filed at the District and an appropriate health care plan is in place.

The Superintendent, in consultation with the Health Services Coordinator, may obtain a standing protocol or prescription for undesignated epinephrine auto-injectors, asthma medication or glucagon. A school nurse, school staff or volunteers who have completed required training to recognize and respond to anaphylaxis or respiratory distress (Trained Personnel) may administer or provide an undesignated epinephrine auto-injector or asthma medication, if available, to a student consistent with the student's health plan or, to any person that the school nurse or Trained Personnel in good faith believes is having an anaphylactic reaction or experiencing respiratory distress. Undesignated glucagon may be administered by the school nurse or Delegated Care Aide if the student's glucagon is not available on site or has expired.

For students with diabetes or epilepsy, Delegated Care Aides shall not administer medications until there is a written agreement between the Delegated Care Aide, parent and District on file with the District and the Delegated Care Aide has completed the training necessary to perform the responsibilities of the position. A person with diabetes, or parent of a person with diabetes, may self-administer insulin or administer insulin for their child in any location, public or private, where the person, or the person's parent, is authorized to be, irrespective of whether the injection site is uncovered during or incidental to the administration of insulin.

The Superintendent or designee shall ensure parents and students are advised of this policy annually. Additionally, parents shall be provided with the notification required by the School Code that the District and its employees and agents are not to incur any liability or discipline, except for willful and wanton conduct, for any injury that arises from the self-administration of medication by students, or the administration of asthma or seizure medication or an epinephrine auto-injector, regardless of parent or Health Care Provider authorization for such administration.

RULES AND REGULATIONS

Definitions

1. ***Delegated Care Aide:*** A school employee or paraprofessional who has agreed to receive training in epilepsy or diabetes care and assist a student in implementing the student's diabetes care plan or seizure action plan and who has entered into an agreement with a parent of that student
2. ***Designated Caregiver:*** A parent of a student who is a minor or other person over the age of 21 who is registered with the Illinois Department of Public Health (IDPH) to deliver medical cannabis to a qualified student.
3. ***Health Care Provider:*** A licensed physician, physician assistant or practical nurse who is currently treating the student for the health condition associated with the medication administration authorization.
4. ***Trained Personnel:*** School staff or volunteers who have completed required training to recognize and respond to anaphylaxis or respiratory distress.
5. ***Qualifying Student:*** A student who is registered with the IDPH to receive treatment with cannabis infused products due to a qualifying debilitating health condition.

Parent Authorization

Parents of the student must complete, sign and submit the District's medication authorization form to the school nurse prior to the administration of medication. Such form may be obtained from the school nurse or building principal. The form must be completed and signed by a licensed physician, or State licensed health care provider authorized to prescribe medicines (collectively hereinafter "Health Care Provider") and the parent. Authorization for self-administration of medication shall comply with the procedures below discussing self-administration of medication in more detail.

Authorization forms must be updated if there is a change in the student's Health Care Provider, prescription, medication name or dosage, administration intervals, intended effects or potential side effects, or emergency contact information.

Medication Administration

1. ***Staff Administration:*** Medication generally will be administered by the school nurse. Other school personnel may volunteer to assist in administering medicine in an emergency situation or if they qualify as Trained Personnel. The school nurse or school administrator retains the discretion to deny requests for administration of medication for which appropriate authorization is not available.

A. **NEW MEDICATIONS:** Whenever possible, the first dose of a medication that has been prescribed to the student for the first time should be given at home so that the parent(s) can observe any adverse side effects. Side effects should be made known to the school nurse. If this is not possible, the parent(s) should notify the school nurse of the student's new medication and the potential side effects as articulated by the student's Health Care Provider and submit an updated medication authorization form.

B. **ADMINISTRATION BY SCHOOL PERSONNEL:** School District personnel, other than the school nurse, may administer medications under the following guidelines:

1) **Diabetic Care Plans:** Authorized Delegated Care Aides may administer or assist students with diabetes in the self-administration of medication related to the student's diabetes, in accordance with a student's Section 504 diabetes care plan. When a student's prescribed glucagon is not available or has expired, a school nurse or the Delegated Care Aide may administer an undesignated glucagon if authorized to do so in the student's diabetes care plan. In the event a delegated care aide is not available, the individual identified as responsible for assisting the student with this task in the 504 plan is authorized to provide this service.

2) **Emergency:** An employee may volunteer to administer medications in emergency situations, if authorized by the student's medication administration plan and the school nurse, building principal or emergency personnel are not available; the student cannot reasonably self-administer the medication, when so authorized; and waiting for the school nurse, building principal, or emergency personnel is reasonably thought to present a danger to the student.

3) **Epinephrine Auto-injectors or Asthma Medication.** A school nurse or Trained Personnel may administer an undesignated epinephrine auto-injector or asthma medication to any person whom the school nurse or Trained Personnel in good faith believes to be having an anaphylactic reaction or is having respiratory distress, respectively: (i) while in school; (ii) while at a school-sponsored activity; (iii) while under the supervision of school personnel; or (iv) before or after normal school activities, such as while in before-school or after-school care on school-operated property or while being transported on a school bus.

Prior to the administration of an undesignated epinephrine auto-injector, or asthma medication Trained Personnel must submit to the School Health Coordinator proof of completion of the Illinois State Board of Education training curriculum to recognize and respond to anaphylaxis or respiratory distress, which shall be valid for a period of one year. Trained Personnel also must submit proof of cardiopulmonary resuscitation and automated external defibrillator certification.

4) **Medical Cannabis:** *The Compassionate Use of Medical Cannabis Program Act* allows a medical cannabis infused product to be administered to a qualifying student at the student's school or on the student's school bus, by one or more of the following individuals,

(a) A Designated Caregiver if:

- (i) Both the student and the Designated Caregiver possess valid registry identification cards issued by IDPH;
- (ii) Copies of the registry identification cards are provided to the District;
- (iii) That student's parent completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and
- (iv) After administering the product to the student, the Designated Caregiver immediately removes it from school premises or the school bus.

(b) A school nurse or administrator who has completed the requisite ISBE/IDPH annual training on the administration of medical cannabis infused products.

(c) The student, when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because the student requires administration of the product during school hours.

The administration of medical cannabis shall not be allowed if doing so would result in the loss of federal funding to the District.

5) **Field Trips:** Parent(s) may be requested to assist in making arrangements for the administration of medication during a field trip.

2. **Self-administration:** Students may self-medicate at school under the circumstances outlined herein, if the student can safely self-administer medications. Subject to Illinois law, self-administration privileges may be withdrawn if the student exhibits behavior which indicates lack of responsibility toward self or others associated with the administration of medication. An asthma action plan, individualized health care plan food allergy emergency

action and treatment authorization form or a 504 or IEP that calls for self-administration must be on file, along with signed written consent of the parent and written authorization treating health care provider, as set forth below.

When the school nurse is not available, the building principal or school personnel (on a voluntary basis) may supervise self-administration of medication by a student when such action is appropriate and included in the student's individualized health plan, provided the administrator has received individualized training where applicable.

A. **ASTHMA AND ALLERGIES:** Students with asthma or severe allergies who utilize an inhaler or epinephrine auto-injector must be allowed to possess and self-administer such medications absent adult supervision, provided the District receives appropriate written authorization in accordance with subparagraph 2(D), in addition to the standard medication administration form and emergency or action plan. When a student does not have an epinephrine auto-injector or a prescription for an epinephrine auto-injector on file, the school nurse or Trained Personnel may utilize the District's supply of undesignated epinephrine auto-injectors or asthma medication, if any, to respond to an anaphylactic reaction or respiratory distress, respectively, under a standing protocol from a physician licensed to practice medicine in all its branches, a physician assistant who has been delegated the authority to prescribe asthma medications or epinephrine auto-injectors by the student's supervising physician, or an advanced practice nurse who has a collaborative agreement with a collaborating physician that delegates authority to issue a standing protocol for asthma medications or epinephrine auto-injectors. This includes providing the undesignated epinephrine injector or asthma medication that meets the student's prescription on file to a student authorized for self-administration only or to any personnel authorized to administer the medication under an approved plan on file with the District.

B. **DIABETES:** Students with diabetes may possess equipment and supplies necessary to monitor and treat their diabetes in any location in the school setting or at school related activities or events, which should be authorized in the student's Section 504 diabetes care plan. This authority includes:

- 1) Checking blood glucose levels;
- 2) Administering insulin, using the student's prescribed insulin delivery system; and
- 3) Treating hyperglycemia or hypoglycemia.

C. **SUPERVISED SELF-ADMINISTRATION:** The school nurse, in conjunction with a Health Care Provider and with parent(s)' written authorization noted in paragraph 2(D), may identify circumstances in which a student may self-administer other medications under the supervision of an adult.

D. **WRITTEN DOCUMENTATION:**

1) **Parent Authorization:** Parent(s) must provide written authorization prior to the student's self-administration of any medication in school. A statement of the student's ability to safely self-administer medications and the student's acknowledgement of the rules associated with self-administration of medication shall be included in the authorization.

2) **Health Care Provider Authorization:** In addition to written parent authorization, students must have on file with the school nurse written authorization from the student's current Health Care Provider, including a prescription for use of specialized medical equipment or supplies, such as an inhaler, epinephrine auto-injector, or diabetes related equipment and supplies and an emergency or action plan prior to being allowed to self-administer medication by way of an epinephrine auto-injector. Among other

things, this will assist in avoiding unnecessary disciplinary referrals of students who properly are in possession of items necessary to monitor and treat their diabetes.

3) **Indemnification:** Any parent authorization for the self-administration of medication shall notify the parent(s), in writing, that the District, its employees and agents, including a physician, a physician assistant, or an advanced practice nurse providing standing protocol or prescription for undesignated school epinephrine auto-injectors or glucagon are to incur no liability or professional discipline for any injury arising from the administration of asthma medication or of an epinephrine auto-injector, except for willful and wanton misconduct, and require the parent(s) to acknowledge this statement and indemnify and hold harmless the School District and its Board, employees, agents, or their successors for any claims, except claims of willful and wanton misconduct, arising out of the administration of

asthma medication or of an epinephrine auto-injector, regardless of whether authorization was given by the parent(s) or Health Care Provider.

3. **Parent Administration:** Parent(s) may administer medications at school with the knowledge of the school nurse to assist in monitoring student's health in the event student continues to report feeling ill. In the event the school nurse is not in the building or otherwise unavailable at the time of parent administration, the principal or the principal's designee shall ask the parent to complete and sign a medication administration form provided by the District and the principal or the principal's designee shall provide the form to the school nurse as documentation of the medication having been administered.

4. **Notification Requirements After Use of Undesignated Epinephrine Auto-Injector, Asthma Medication or Glucagon:**

A. Upon any administration of undesignated epinephrine auto-injector, asthma medication or glucagon, the building principal or the principal's designee must immediately activate the EMS system and notify the student's parent, guardian, or emergency contact, if known.

B. Within 24 hours of the administration of an undesignated epinephrine auto-injector, asthma medication or glucagon the school nurse must notify the physician, physician assistant, or advance practice nurse who provided the standing protocol or prescription for the undesignated medication of its use.

C. Within 3 days after the administration of an undesignated epinephrine auto-injector asthma medication or glucagon by a school nurse, Trained Personnel, or a student at a school or school-sponsored activity, the building principal must report to the Illinois State Board of Education in a form and manner prescribed by the Board.

Medication

1. **Supply of Select Emergency Response Medications:** The District may maintain at a school a supply of undesignated epinephrine auto-injectors or glucagon for use in emergency situations with students' for whom a prescription for such medication is on file or whose symptoms are consistent with an allergic reaction or for students who may not yet have been diagnosed with an allergy or diabetes. in any secure location where an allergic person is most at risk, including, but not limited to, classrooms and lunchrooms. Any supply of epinephrine auto-injectors also shall be maintained in accordance with the manufacturer's instructions.

2. **Prescription Requirement:** All medicine administered at school must be prescribed by a licensed physician or an appropriately licensed physician assistant or advanced practice nurse. This includes over-the-counter and non-prescription medicine (including cough drops, throat lozenges, aspirin, ibuprofen, et-cetera). Medicine prescribed for administration will not be given at school unless the prescription states a specific time of administration which occurs during school hours or a school related activity.

3. **Delivery of Medication to School:** Medications must be brought to school by parent(s) or another responsible adult or students for whom a written authorization to self-administer medications associated with the student's asthma, allergies or diabetes is on file with the school nurse. No other child may carry medicine to and from school.

4. **Appropriate Containers:**

A. PRESCRIPTION MEDICATION:

1) Generally: Prescription medication and refills must be provided in containers which are prescription-labeled by a pharmacy or licensed prescriber. The label must include the prescription number, student name, type of medication, dosage, directions for administration, date and refill schedule, pharmacy label and name/initials of the pharmacist or licensed prescriber.

2) **Sample Medications:** Sample medications must be delivered in the original, labeled manufacturer's container identifying the ingredients with the student's name, dosage and directions for administration affixed to it. The medication name, dosage and administration directions must align with that on the prescription written by the licensed prescriber. The sample medication also must be sealed at the time of delivery, unless the original manufacturer's packaging inhibits drug tampering, e.g. an inhaler.

B. **OVER THE COUNTER MEDICATIONS:** Non-prescription medicine must contain the manufacturer's label for over-the-counter medication, with the student's name affixed to the bottle.

Storage

Medication will be stored in a locked cabinet or drawer unless it: a) requires refrigeration, b) is allowed to be in the possession of a student, pursuant to a written authorization on file with the school nurse, or c) is allowed to be carried by the school nurse or Trained Personnel. Refrigerated medicine will be maintained in a secure, refrigerated area. Medication remaining at the end of the school year must be taken home by the parent(s) or will be discarded. Medications will be discarded in the presence of a witness.

Record Keeping

1. ***Dosage Recordation:*** Each dose of prescription medication shall be recorded in the student's individual health record, unless the medication is self-administered by the student. In the event a dose is not administered, the reason shall be entered in the record.

2. ***Student Health Forms:*** The medication authorization form and any related documentation will be kept on file in the school nurse's office. Emergency medical information shall be retained in both the school nurse's office and in the student's temporary record file.

3. ***Effectiveness and Side Effects:*** The effectiveness and side effects of the medication shall be assessed with each administration and documented as necessary. Documentation of the effects from long-term medications should be summarized at least each semester or more frequently as determined by the school nurse. The Health Services Supervisor shall establish a procedure for advising school staff with a need to know of potential effects of medication on a student and emergency response procedures. The Health Services Supervisor, additionally, shall establish a procedure for providing feedback to the Health Care Provider and the parent(s) at scheduled appropriate intervals for long-term medication or as requested by the Health Care Provider.

4. ***Epinephrine Auto-injector Personnel Training:*** Records evidencing completion of annual training by Trained Personnel shall be maintained by the Health Services Coordinator. The Health Services Coordinator shall prepare and distribute to each school principal and building school nurse a list of Trained Personnel assigned to that school.

Renewal

Authorization for the administration of medication, whether by school staff or self-administered, is effective for the school year in which it is granted and must be renewed every school year.

Notice of Policy

The Superintendent or the Superintendent's designee shall notify parents and students of the contents of this policy no later than 15 days from the beginning of the school year or the student's transfer into the District.

PROHIBITION AGAINST TEEN DATING VIOLENCE
Board Policy 6039~Excerpt

Any student who participates in teen dating violence for any reason, a) during any school-sponsored education program, event or activity; b) while on or within sight of school grounds, as that term is defined in District Policy 6039; or c) while traveling to or from school or school related events; or d) through the transmission of information to or from a computer, a computer network, or other similar electronic equipment that creates a nexus to the school environment may be subject to discipline.

No student shall be retaliated against for reporting or participating in the investigation of teen dating violence. However, students who knowingly and repeatedly file false reports of teen dating violence may be subject to discipline.

RULES AND REGULATIONS

• **Definitions.**

1. “Teen dating violence” is defined as either:
 - A. 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
 - B. 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.
2. “Dating” or “dating relationship” means an ongoing social relationship of a romantic or intimate nature between two persons. “Dating” or “dating relationship” does not include a casual relationship or an ordinary fraternization between two persons in a business or social context.

• **Reporting.** Any person who feels he/she is being or has been subject to teen dating violence or who witnesses teen dating violence towards others is encouraged to notify a building administrator, the building principal, or the coaching staff or sponsor of an extracurricular or extra class activity so that appropriate action can be taken to address the allegations. Any person can also use the anonymous tip line system available on the District’s home web page at www.wps60.org and the home page of every school.

Any employee receiving a report of teen dating violence must inform the building principal or the principal’s designee responsible for investigating such reports.

• **Investigating Reports of Teen Dating Violence.** The building principal, or his/ her designee (“Investigator”), will conduct a preliminary investigation in cooperation and collaboration with the Educational Safety Specialist (ESS) upon receiving a report of alleged teen dating violence. The preliminary investigation shall include a written report of the findings. The written report will be given to the Director of Crisis Intervention and Safety and the Associate Superintendent of School Leadership and Development.

If at any time during the investigation the facts lead the Investigator(s) to determine that the reported case involves criminal activity, the Investigator(s) shall contact the Director of Crisis Intervention and Safety. The Director of Crisis Intervention and Safety will contact the police, and the school investigation will be suspended, pending further direction from the Director of Crisis Intervention and Safety.

• **Responding to Teen Dating Violence.** Students involved in verified instances of teen dating violence may be referred to appropriate intervention or support services within or outside of the District. Parents shall be notified when teen dating violence is identified, unless prohibited by law.

Interventions should be targeted toward stopping the behavior and preventing teen dating violence from happening again. The District will implement appropriate interventions for the target and aggressor.

STUDENT TECHNOLOGY USAGE
Board of Education Policy 6043

POLICY

The Waukegan Public Schools supports the use of technology as supplementary material for instructional services and as a means of promoting educational excellence by facilitating resource sharing, innovation, and communication. All use of the District’s technological resources, including connection to the Internet, must be in support of education,

instruction and/or research, and be in furtherance of the District's stated instructional/curricular goals. Additionally, the use of technology resources shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, and abilities, and developmental levels of the students. The District's electronic network is part of the curriculum and is not a public forum for general use.

The use of the District's technology resources is a privilege, not a right, and inappropriate use may result in a suspension or cancellation of those privileges or the imposition of discipline. This includes use of District or personal electronic devices for inappropriate access. Additionally, the use of any technology, whether or not District owned, which causes a material disruption in the school setting, on school grounds or at school activities or events; substantially interferes with the educational environment; invades the rights of others or reasonably can be foreseen to result in such consequences is prohibited. The building principal or the principal's designee, in consultation with the Superintendent and/or System Administrator as necessary, will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time and issue discipline as appropriate to the circumstances. The building principal or the principal's designee may request that students cooperate with an investigation into alleged misconduct by sharing the content reported to be on the student's social networking account when the administrator has specific information about activity on the student account that may violate the District's discipline policies to aid in making a factual determination. However, the administrator may not request or require the student to provide the student's account name or password. Failure of the student to cooperate shall result in a presumption that evidence of wrongdoing is on the account.

Making technology resources available to students carries the potential that some students may encounter information identified as controversial and harmful. The District shall take technologically reasonable steps to filter out such harmful materials. However, because information on technology resources changes quickly, it is not possible to fully control what students may locate. District 60 educators, therefore, will take an active role in monitoring student use of technology and ensuring that students and their parents are aware of the student's responsibility to use technology and Internet resources in a safe, ethical and educational manner.

The Superintendent or his/her designee shall ensure that the District is educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and responses thereto. (*See generally*, "Digital Citizenship and Internet Safety" at <https://sites.google.com/wps60.org/win/teacher-resources/for-teachers>.) Notice of the student's rights in regard to accessing a student's account on social networking sites, additionally, shall be provided to parents and students.

Electronic communications are not considered privileged; thus, users have no legitimate expectation of privacy in communications. District staff may monitor student use of technology at any time, with or without prior notice to the student.

RULES AND REGULATIONS

All use of technology shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Technology users, additionally, are expected to follow generally accepted rules regarding network etiquette and all rules governing care of District technology and electronic devices. These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided.

- **Acceptable Use.** Students may use technology in the school setting for the purpose of education or research. Any such use shall be consistent with the educational objectives of the District and subject to the supervision of school personnel.

Student use of technology under the 1:1 Device program, whether on or off campus, shall be consistent with the terms of this and other applicable District policies governing student conduct, behavior or use of electronic devices or technology. The Superintendent or his/her designee may develop additional guidelines and procedures addressing the maintenance, care and security of the District's devices and shall provide parents and students notice of these expectations at least annually.

- **Unacceptable Use.** Unacceptable uses of technology include, but are not limited to the following:

1. **Generally.**

- A. Participating in any activity that is in violation of State, Federal or International law or Board policy.
- B. Copying of any copyrighted material without proper citation or other unauthorized use of copyrighted material or making that material available to others.
- C. Plagiarism.
- D. Accessing, creating, submitting, posting, publishing, displaying or otherwise distributing defamatory, obscene, profane, sexually oriented, threatening, bullying, racially offensive, harassing, or illegal material or material which is known or reasonably should be known to be false, including but not limited to information on social networking sites.

- E. Any use which has the purpose or effect of discriminating or retaliation against or harassing any person(s) on the basis of race, color, religion, sex, national origin, ancestry, disability, age, pregnancy or other protected category.
 - F. Posting anonymous messages.
 - G. Use of Chromebooks or other District computers for charging personal devices.
 - H. Any unauthorized, deliberate action which impairs or disrupts a computing system, or causes a system to malfunction, regardless of the system location or the time of the activity.
 - I. Using District equipment and/or District network for private, financial, or commercial gain and/or commercial or private advertising.
 - J. Wasting or abusing school resources, such as paper, ink, network bandwidth, etc.
 - K. Use of the District's technology or electronic network to distribute prohibited content originated on a home, personal or other non-district computer or electronic device, whether located on or off campus.
 - L. Unauthorized disclosure, use, or dissemination of personal information regarding minors.
 - M. Any use of District, home, personal or other non-district technology or electronic network(s) which causes a material disruption in the school setting, on school grounds or at school activities or events; substantially interferes with the educational environment; invades the rights of others or reasonably can be foreseen to result in such consequences is prohibited and may be grounds for the imposition of discipline.
2. **Software.**
- A. Downloading and/or installing software programs which have not been approved by the ITS Administration.
 - B. Copying, or attempting to copy, District owned software.
3. **Network and Security.**
- A. Copying, examination, deletion or modification of files or data belonging to another user without prior consent.
 - B. Use of any computer (District or privately owned) on the District network to gain unauthorized access to another system.
 - C. Connecting Chromebooks to personal phones, hot spots, staff or public networks other than the District's network, et-cetera.
 - D. Accessing or modifying any network device without permission or connecting personal devices (*e.g.*, cell phones, tablets, game consoles) to the District's Wi-Fi network.
 - E. Use of District systems to gain unauthorized access to, or to attack, any public or private network system.
 - F. Decryption of systems or use of passwords.
 - G. Sharing user passwords or access codes with others.
 - H. Use of District systems and/or networks to copy, share or distribute without authorization copyrighted materials, software audio and/or video files.
 - I. Downloading digital music files and movie clips without obtaining prior approval from the teacher for use as an educational resource.
 - J. Intentionally introducing a virus, spyware, malware, keystroke logger, network traffic analyzer, phishing or other malicious software.
 - K. Any attempt to intercept and/or monitor network traffic and packets.
 - L. Intentionally initiating any network attack such as a Denial of Service attack, et-cetera.
 - M. Modifying network wireless access points in any fashion.
 - N. Bringing in a personal computer or other electronic device and using it on the District network without prior consent.
- **Network Etiquette.** Generally accepted rules of network etiquette include, but are not limited to, the following:
 1. Be polite. Do not become abusive in messages to others or use the Internet to harass or bully others.
 2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
 3. Do not reveal personal information, including your address or telephone number or the addresses or telephone numbers of others.
 4. Recognize that electronic mail, email chats, social networking websites and social media websites are not private. People who operate the system have access to all mail, messages and chats. Individuals who receive an e-mail or other message may forward it on to others without your consent or knowledge. Messages relating to or in support of illegal activities may be reported to the authorities.
 5. Do not use the network in any way that would disrupt its use by other users.
 6. Respect the rights of others, including their right to privacy.
 - **No Warranties.** The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries or service interruptions caused by its negligence or the user's

errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

- **Security.** Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
- **Vandalism.** Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
- **Telephone Charges and Data Fees.** The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, data fees and/or equipment or line costs.
- **Internet Safety.** Internet access is limited to only those "acceptable uses" as detailed in these rules and regulations. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the terms and conditions contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic or (3) harmful or inappropriate for students, as defined by the *Children's Internet Protection Act* and as determined by the Superintendent or designee.

The System Administrator and building principals shall monitor student Internet access.

Notice. Parents and students shall be notified annually of the District's policy regarding student technology usage and the consequences of its misuse. Students annually shall sign an acknowledgement of their familiarity with the District's rules prior to being allowed access to District technology or use non-District technology in the educational environment.

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| <p style="text-align:center"><u>PROHIBITION AGAINST BULLYING</u> <i>Board of Education Policy 6046</i></p> |
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POLICY

The Board of Education finds that bullying can be detrimental to the physical, psychological, social, and emotional well-being of the entire school community and can interfere with students' ability to learn and participate in the educational environment. Bullying, including cyberbullying, is contrary to State law and the policy of the School District. Because of the serious nature of bullying, the Board of Education is committed to educating the entire school community about the negative effects of bullying and preventing bullying.

No student shall be bullied for any reason: a) during any school-sponsored education program, event or activity; b) while on or within sight of school grounds, as that term is defined in District Policy 6040 or while traveling to or from school or school related events; or c) through the transmission of information to or from a computer, a computer network or other similar electronic equipment that creates a nexus to the school environment, or d) through use of technology that is not tied to the District but is reported and causes a substantial disruption to the educational process or school operations. This prohibition includes, but is not limited to the *School Code's* prohibition against bullying on the bases of an actual or perceived legally protected category, such as a student's race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, gender related identity or expression, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing character.

No individual shall be retaliated against for reporting or participating in the investigation of bullying. A person determined to have engaged in reprisal or retaliation, or a person found to have falsely accused another of bullying as a means of retaliation or as a means of bullying, may be subject to discipline and/or referral to appropriate support services related to bullying prevention.

The Superintendent or his/her designee shall develop appropriate school support services designed to prevent bullying and/or address the impact of bullying on individuals and/or the school community. This may include social work or psychological services, restorative measures, social-emotional skill building, counseling, threat assessments/crisis intervention, and referrals to community-based services. A trained social worker, psychologist, or guidance counselor may provide behavioral intervention services based on the student's need. School administrators or their designees also may provide behavioral interventions.

Nothing in this policy is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the *United States Constitution* or under Section 3 of Article I of the *Illinois Constitution*.

RULES AND REGULATIONS

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

1. placing the student(s) in reasonable fear of harm to his/her/their person or property;
2. causing a substantially detrimental effect on the student's or students' physical or mental health;
3. substantially interfering with the student's or students' academic performance; or
4. substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the District.

Bullying includes conduct such as: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property or retaliation for asserting or alleging an act of bullying. The list is illustrative and not exhaustive.

“Cyberbullying” means bullying through the use of technology or any electronic communication, including without limitation, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications.

“Cyberbullying” includes, but is not limited to:

1. the creation of a web page or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section;
2. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Definitions section; and
3. the transmission of information from a computer that is accessed at a non-school-related location, or from the use of a device that is not owned or used by the School District if the bullying causes a substantial disruption to the educational process or the orderly operation of a school.

• **Reporting Procedure.**

1. **Students.** Students who believe they have been subject to or witnessed bullying may file a complaint with any of the following persons: a staff member (including coaches or sponsors of extracurricular or extra class activities), supervisor or principal at the building in which they attend school in the first instance. If they feel the building level response has been ineffective or the aggressor is a building administrator, reports may be made to the Director of Crisis Intervention and Safety.
2. **Parents.** Parents who believe their child or other students in their child's school are being bullied may report their concerns to the building principal, the principal's designee or the Director of Crisis Intervention and Safety.
3. **School Personnel.** Any employee, contracted agent or volunteer who witnesses what is reasonably believed to be bullying or who receives a student complaint of bullying shall notify a supervisor, academic chair, building principal or the Director of Crisis Intervention and Safety. Employees are not required to monitor non-school related activity, but must respond to reports that cyberbullying has occurred.
4. **Others.** Anyone other than a student or school personnel wishing to present an allegation of bullying may contact the Director of Crisis Intervention and Safety.
5. **Anonymous Reports.** Any person also can anonymously report bullying using the District's anonymous tip line: The “Tip Line” is available on the District's home web page at www.wps60.org and on the home page of every school.

If an allegation of bullying includes discrimination or harassment on the basis of a legally protected category, a District Coordinator for Nondiscrimination also may be notified.

Contact information for each building principal is available on the District's website at: <http://www.wps60.org/District/1173-School-Administrators.html>
https://www.wps60.org/our_district/frequently_asked_questions/school_directory.

• **District Procedure for Responding to a Report of Bullying.**

1. **Investigation.** Investigations of bullying shall be conducted consistent with District procedures for investigating student misconduct. When the bullying allegation or investigation suggests a potential discriminatory basis for the bullying, a District Nondiscrimination Coordinator minimally shall be notified and may participate in or lead

the investigation. The Director and other school support personnel knowledgeable about bullying and bullying prevention may be consulted as needed during the course of the investigation.

Reasonable efforts will be made to complete the investigation within ten (10) school days after the date the report of the incident of bullying was received, taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. When applicable, the investigation must determine, in the first instance, whether a report of cyberbullying is within the permissible scope of the District's jurisdiction. If the cyberbullying causes a substantial disruption to the educational process or the orderly operation of a school, it is within the scope of the District's jurisdiction to investigate.

2. **Parent Involvement.** To the extent allowed by federal and State laws and rules governing student privacy rights, parents of students involved in bullying allegation will be provided with information regarding the investigation; have an opportunity to meet with the assigned investigator to discuss the investigation, findings and steps taken to address the incident; and will be provided with information regarding the availability of social work services, counseling, school psychological services, other interventions, and restorative measures, as appropriate.
- **Notification of Policy.**
 1. **Students/Parents.** Students and parents/guardians shall be notified of this policy annually through the Parent/Student Handbook on Rights and Responsibilities.
 2. **School Personnel.** School personnel, who for purposes of this policy include contractors and volunteers, shall be provided a copy of this policy at the time of hire/engagement and annually thereafter. Distribution may be by electronic means.
 3. **Community.** The policy shall be posted on the district's web site and is available on request at the principal's office of any District school, the Superintendent's Office or the Office of Crisis Intervention and Safety.
- **Review.** This policy minimally shall be reviewed and re-evaluated by the District's Discipline Committee every two (2) years and filed with the State Board of Education as required. Data reviews resulting from evaluation of this policy will be made available on the District's website. Such reviews minimally will include:
 1. the frequency with which bullying is determined to have occurred;
 2. student, staff, and family observations of safety at a school;
 3. identification of areas of a school where bullying occurs;
 4. the types of bullying utilized; and
 5. bystander intervention or participation.

Report content may change, consistent with changes to State law and/or the requirements of the Illinois State Board of Education.

The Board finds that the presence of or student involvement in gangs or gang related activities interferes with the ability to provide an orderly place for learning. Therefore, the presence of gangs or gang related activity is strictly prohibited on school property, in school buildings or at any school-sponsored event or activity associated with or under the general guidance of school authorities.

RULES AND REGULATIONS

- **Definitions.**
 1. "Gang" as used in this policy shall mean two or more individuals who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or by the district's rules and regulations.
 2. "Gang-related activity" shall mean any conduct engaged in by a student:
 - A. on behalf of any gang;
 - B. to perpetuate the existence of any gang; or
 - C. to affect the common purpose and design of any gang.
- **Prohibited Conduct.** No student shall engage in any gang related activity, including but not limited to:
 1. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other thing which is evidence of membership or affiliation with any gang, provided that when the conduct involves gang colors there is at least one other indicator that the activity is gang related;

2. drawing gang graffiti or distribute gang related literature;
3. using any speech or act in furtherance of gang activity, including but not limited to the use of intimidation, threats, bullying, harassment, beatings or other conduct of any kind for the purpose of gang initiation, gang member control or gang disaffiliation;
4. recruiting or soliciting others for membership in any gang, including but not limited to the use of intimidation, threats, bullying, harassment, beatings or other conduct of any kind for the purpose of securing a person's gang membership;
5. requesting any person to pay protection or otherwise act to extort any person;
6. committing any other illegal act or other violation of school district policies;
7. inciting other persons to act with physical violence upon any other person; or
8. attending any activity that could be interpreted as relating to gangs or gang activity.

• **Penalties for Violations.** Any student who violates this policy will be subject to discipline, up to and including expulsion and /or police referral. All gang-related paraphernalia or materials will be confiscated.

POLICY TO ADDRESS APPROPRIATE STUDENT APPEARANCE
Board of Education Policy 6041~Excerpt

The primary responsibility for a student's attire resides with the student and the student's parent(s).

The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code implementation does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be consistent with this policy on student appearance.

RULES AND REGULATIONS

Conduct Expectations

1. All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
2. All students should be able to wear hairstyles to their liking, provided that faces remain visible.
3. All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
4. Student dress code implementation should not result in unnecessary barriers to school attendance.
5. School staff should be trained annually and able to use body-positive language to explain the dress expectations and to address violations.
6. Teachers should focus on teaching without the burden of dress code implementation.

2 Clothing Expectations

1. **Basic Principle.** Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and breasts are fully covered with opaque fabric. Cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. **Must Wear:** Students must wear, while following the basic principle of paragraph 1 above:

- a. A shirt (with fabric in the front, back, and on the sides under the arms), and
 - b. Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), and
 - c. Shoes.
3. **May Wear:** Students may wear, as long as these items do not violate paragraph 1 above:
- a. Religious headwear.
 - b. Fitted pants, including opaque leggings, yoga pants, and "skinny jeans."
 - c. Ripped jeans, as long as underwear and buttocks are not exposed.
 - d. Tank tops, including spaghetti straps; halter tops.
 - e. Athletic attire, including athleisure wear.
 - f. Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate paragraph 1 above).
4. **Cannot Wear:** Students cannot wear:
- a. Clothing that depicts:
 - 1) Violent language or images,
 - 2) Images or language depicting drugs or alcohol (or any illegal item or activity), or
 - 3) Hate speech, profanity, or pornography.
 - b. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
 - c. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
 - d. Swimsuits (except as required in class or athletic practice).
 - e. Accessories that could be considered dangerous or could be used as a weapon.
 - f. Any item that obscures the face or ears (except as a bona fide religious observance or for a verified health reason)

Implementation

To ensure effective and equitable implementation of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory implementation.

1. **Dress Correction.** Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of paragraphs 1 or 4 above will be provided three (3) options to be dressed more to code during the school day:
 - a. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - b. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day. (These supplied wardrobe items will be selected with the input of a student-directed committee.)
 - c. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
2. **Non-discrimination.** No student should be affected by dress code implementation because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. This includes school staff not enforcing the school's dress code more strictly against transgender and gender nonconforming students than other students.
3. **Body Displays.** Students should not be required to display their body in front of others (students, parents, or staff) in school. This does not apply to body exposure necessary for changing into a class or athletic uniform, medical reasons or as part of a reasonable search for evidence of reported misconduct. Any search thought to require exposure of private body areas shall be referred to local law enforcement.
4. **Shaming Prohibited.** Students should not be shamed in front of others as related to their dress. Instead, dress correction should occur in private. "Shaming" includes, but is not limited to:
 - a. Kneeling or bending over to check attire fit;
 - b. Measuring straps or skirt length;

- c. Asking students to account for their attire in the classroom or in hallways in front of others;
- d. Calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
- e. Accusing students of "distracting" other students with their clothing.

Students who feel they have been subject to discriminatory implementation of the dress code are asked to report this to their school level administration, the Title IX/Nondiscrimination Coordinator, and/or the Office of Student Outreach. Any report of discrimination based on a legally protected category received by a building administrator or the Office of Student Outreach shall be shared with the Title IX/Non-discrimination Coordinator.

2 Loaning of Appropriate Clothing

Any clothing loaned to a student must be clean; of a reasonable size given the student’s height, weight and build; and otherwise comply with the terms of this policy. Loaned clothing should be returned to the principal or designee the following day, clean and in good condition.

At the discretion of the principal or designee, the parent may bring appropriate clothing to school for the student to change into in lieu of sending the student home or loaning the student clothing. The student shall wait in the school office until such time as the parent arrives with appropriate clothing.

Waukegan Public Schools strives to feed students a nutritious meal so that they can effectively learn to their potential. Waukegan Public Schools also strives to be in compliance with the National School Lunch Program, School Breakfast Program, *School Breakfast and Lunch Act* and *Childhood Hunger Relief Act* and all of their rules and regulations. The District presently participates in Community Eligibility Provision (CEP) services, which requires participating school districts to serve first meals to all children at no charge and reduces the frequency with which applications are required. Charges may be applied for multiple meals and extras. Applications are not required for the 2022-2023 school year.

The following outlines the payment procedures when charges apply.

- **Payment Process.**

- 1. Elementary School Procedures.

- A. Money shall be due and received at least a week before in a sealed envelope that clearly has marked:

- 1) student’s name,
- 2) student’s school ID number, and
- 3) amount enclosed.

- B. The preferable mode of payment is a check or money order, as the District desires to reduce the cash handling as much as possible.

- 2. Middle and High School Procedures.

- A. Students can pay at the time they go through the lunch line.

- B. Parents/guardians may request from the Business Office a record of deposits and purchases related to their child or children through the POS system at any time.

- 3. Tracking System. The District has an automated breakfast and lunch accounting program called WebSMARTT. This “Point of Sale” (POS) system tracks all deposits and any meals or items purchased in the District’s cafeterias.

- **Collection Process.**

- 1. Fee Statements. Meal fee statements will be printed and distributed to the parents/guardians on a regular basis if there is a balance due or low balance amount.

- 2. Outstanding Balances. For those students who have accumulated an outstanding balance higher than \$25.00 and at least three (3) fee statements have been sent out with no payment activity,

- A. The building administrator of the school to which the student is assigned or his/her/their designee shall review these statements and contact the parent/guardian as necessary to see if there are extenuating circumstances that would preclude sending debt accounts to a collection agency.

- B. If there are no extenuating circumstances, the building administrator shall notify the Business Office which then shall send a certified letter to the parent/guardian noting this debt and advising the parent/guardian that if there is no payment made by a date certain the matter will be sent out to a collection agency.

3. Referral to Collection Agency. The Superintendent or his/her designee is authorized to send the debt to a collection agency approved by the Board if the parent/guardian fails to timely respond to the certified letter issued by the Business Office.