

# West Chicago School District 33



*Together for Excellence*

**Parent-Student Handbook**

2023-2024



## Superintendent's Message

Dear Students, Parents/Guardians:

Thank you for taking the time to read the West Chicago Elementary School District 33 Parent/Student Handbook. Inside this handbook you will find critical information about your child's school and our school district. Aside from detailed information on how to report absences and transportation arrangements, you will also find information about student behavior, student safety and our curriculum guidelines.

The Parent-Student Handbook is not intended to create contractual or other rights between the student and the District, but merely to serve as a guide. The contents of the Parent-Student Handbook may be amended at any time during the year without notice. The Board of Education's comprehensive Policy Manual is available for public inspection at [www.wego33.org](http://www.wego33.org) and in the District Office, located at 312 East Forest Ave., West Chicago, IL 60185.

The handbook is reviewed and updated every year by our administrators. I ask that you and your child carefully read each section of this handbook. Taking time to review this handbook with your child will enhance the quality of the school year for everyone. If you or your child have any questions regarding any of the contents of this handbook, please contact a building administrator where your child goes to school. We want to make sure that everyone has their questions answered.

In addition to reviewing all of the information in this handbook, we ask that you take an active role in our schools by volunteering your time and talent. Our district has long been regarded as a community in which the families and staff come together to help in the growth of the children that we serve. We hope that you will help to continue this tradition. We know from research and experience that schools with active parental involvement are successful schools. Your presence sends clear messages to your child and others that education is a priority to you.

On behalf of the West Chicago Elementary School District 33 Board of Education and our wonderful faculty and staff, I want to welcome you to the 2023-2024 school year. We are all committed to our mission of providing a foundation for excellence in learning.

Sincerely,

Kristina Davis, Ed.S  
Superintendent

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## I. GENERAL INFORMATION

### A. Mission Statement (Policy 1:30)

**Create an educational culture where each student thrives academically, physically, socially and emotionally.**

### B. Vision Statement (Policy 1:30)

**An educational culture where each student thrives academically, physically, socially and emotionally will be achieved when we:**

- ***Guide students on a path to becoming confident adults.*** Prepare them for high school and beyond. Develop the “whole” child. Close achievement gaps and ensure all students grow and improve in their learning. Engage students and staff in using technological tools and strategies to improve both teaching and learning. Embrace and celebrate early learning and dual language opportunities. Embrace health, wellness and social emotional learning.
- ***Recruit, hire, develop, and retain a high-quality workforce that supports collaboration, innovation, and continuous improvement.*** Ensure a strong relationship among all employees. Support Professional Learning Communities to move the district, its schools, all teams and students to a higher level of performance. Foster pride and satisfaction in work. Recognize and celebrate accomplishments.
- ***Partner with our families and community to support student development, improve student outcomes, support families and develop a strong community.*** Embrace and value the different cultures within our community. Support community schools and family engagement to ensure that partnerships are strong, effective, and united in common goals.
- ***Ensure the effective stewardship of resources.*** Ensure safe, clean, well-maintained educational environments that provide sufficient space to enhance teaching and learning. Ensure teachers have sufficient time to collaborate and students have sufficient time to learn. Ensure there are sufficient fiscal and human resources to provide a personalized educational experience for all students.

### C. Core Values and Commitments (Policy 1:30)

**High expectations:** *We hold high expectations for our district community to ensure student growth, achievement and positive behaviors.*

**Trust:** *We build and cultivate trusting relationships within our district community.*

**Two-way communication:** *We build two-way communication that is clear, accurate and transparent to build trust, responsibility and accountability.*

**Collaboration:** *We actively engage students, staff, families and the community to partner with one another to ensure each child’s development.*

**Timely data and clear information:** *We use valid data and information to guide core instruction, plan for interventions, and promote enrichment/acceleration.*

**Culture of diversity:** *We embrace our culture of diversity to enrich the learning environment.*

### D. Strategic Plan Goals for 2021-2026 (Policy 3:10)

#### **Goal 1 - Student Growth and Achievement**



Ensure all students meet challenging academic, physical, and social-emotional standards.

**Goal 2 - Learning Culture of Equity, Engagement & Agency**

*Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.*

**Goal 3 - Professional Culture of Teamwork & Continuous Improvement**

*Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.*

**Goal 4 - Family Engagement & Community Partnerships**

*Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.*

**Goal 5 - Effective & Innovative Use of Resources**

*Meet the evolving needs of our students by leveraging all available resources to provide high quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.*

**E. Equal Educational Opportunities** (Policy 6:140, 2:260, 7:10, Procedure 6:140)

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, sexual orientation, ancestry, age, gender identity, physical and mental handicap or disability, status as homeless, order of protection status, actual or potential marital or parental status, including pregnancy.

Gender Equity

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

Any student may file a discrimination grievance by using the *Uniform Grievance Procedure*, Board Policy 2:260.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact Gloria Trejo, Assistant Superintendent at [trejog@wego33.org](mailto:trejog@wego33.org).

**F. Harassment of Students Prohibited** (Policy 7:180, 7:20, Procedure 7:20 AP)

***Bullying, Intimidation, and Harassment Prohibited***

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include, but are not limited to, name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm,





threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

#### Sexual Harassment Prohibited

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

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

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

#### ***Making a Complaint; Enforcement***

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

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

#### **Nondiscrimination Coordinator:**

Mark Truckenbrod- Director for Human Resources  
312 E Forest Avenue, West Chicago, IL  
truckenbrodm@wego33.org  
630-293-6000

#### **Complaint Managers:**

Sherri Massa - Director of Student Services  
312 E Forest Avenue, West Chicago, IL  
massas@wego33.org  
630-293-6000

Lea DeLuca - Director of Innovation and Technology  
312 E Forest Avenue, West Chicago, IL  
delucal@wego33.org  
630-293-6000

#### **G. Employee Conduct Standards**

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

[Board Policy 5:120](#)



## **H. Faith's Law Notification**

The ultimate goals of Public Act 102-0702 are to give parents/guardians notice regarding allegations of sexual misconduct that involve their student; equip schools across Illinois with better information regarding the employment history of an applicant or employee of a contractor; give schools the resources necessary to make well-informed decisions about who they are employing/contracting with; and protect students from acts of sexual misconduct by school employees, substitute employees, and employees of contractors.

[Link to ISBE's Faith's Law documents](#)

## **I. Notice of Disability Accommodation (Policy 6:120, 8:70, Procedure 6:120 AP, 8:70AP)**

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. Where necessary, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others. The District will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

## **J. District Administration**

Active participation in school and in related organizations, which are both dedicated to the benefit of children and support of our schools, is greatly encouraged. Education is a partnership. We need your support to be truly effective. To that end, we pledge our best efforts to the education of your children. Best wishes for a good year! The principal's office is always open to you.

**Brenda Vishanoff, Principal**  
**Sherri Massa, Director of Student Services**  
**Jennifer Rukas, Assistant Director of Preschool Programming**  
**Sarah Norton, Assistant Director for Community Schools**  
Early Learning Center (630) 293-6000 x1313

**Anthony Hugelier, Principal**  
**Carmela Getz, Assistant Principal**  
**Sherri Massa, Director of Student Services**  
Currier (630) 293-6600

**Maurice McDavid, Principal**  
**Morgan Parise, Assistant Principal**  
**Sherri Massa, Director of Student Services**  
Turner (630) 293-6050

**Jamee Kenney, Principal**  
**Brittany Smith, Assistant Principal**  
**Sherri Massa, Director of Student Services**  
Wegner (630) 293-6400

**Kathy Grogan, Principal**  
**Sherri Massa, Director of Student Services**  
Pioneer (630) 293-6040

**Jacqueline Campos, Principal**  
**Colleen Kelly, Assistant Principal**  
**Sherri Massa, Director of Student Services**  
Indian Knoll (630) 293-6020

**Amie Correa, Principal**  
**Jessica Raiser, Assistant Principal**  
**Sherri Massa, Director of Student Services**  
Gary (630) 293-6010

**Maggie Lay, Principal**  
**Hannah Christie, Assistant Principal**  
**Amy Martinson, Assistant Principal**  
**Matthew Mordini, Assistant Principal**  
**Allison Moe, Student Services Coordinator**  
**Megan Bartlett, Dean of Students**  
**Stephen Rogers, Dean of Students**  
**Kelly Reinmann, Dean of Students**  
**Sarah Norton, Assistant Director for Community Schools**  
Leman Middle School (630) 293-6060



**K. Board of Education** (Policy 2:10, 2:200)

The District is governed by an elected, seven-member Board of Education (“Board”). Members of the Board are as follows:

Rita Balgeman	President
Morgan Banasiak	Vice President
Tom Doyle	Secretary
Janette Hernandez	Member
Chad McLean	Member
Sandra Garcia	Member
Felicia Gills	Member

Board meetings are held at 7:00 p.m. on the first and third Thursday of each month, unless otherwise stated. Agendas for each meeting are posted in advance at the District Office and on the website. The public has the right and is encouraged to attend these meetings. For information concerning Board meetings contact the District Office at (630) 293-6000 or visit [www.wego33.org](http://www.wego33.org).

**L. Regular School Hours**

Preschool AM	8:40 a.m. - 11:10 a.m.
Preschool Extended Day	8:40 a.m. - 1:40 p.m.
Preschool Full Day	8:40 a.m. - 2:40 p.m.
Preschool PM	12:10 p.m. – 2:40 p.m.
Kindergarten - Grade 5	8:40 a.m. – 3:25 p.m.
Grades 6 – 8 (Middle School)	7:35 a.m. – 2:40 p.m.

Elementary students should not arrive at school before 8:30 a.m. unless they will be eating breakfast at 8:15 a.m. There is no adult supervision on the playgrounds prior to 8:30 a.m.

Middle School students should not arrive at school prior to 7:30 a.m.

**M. Half-Day Dismissal Times**

Preschool AM	8:40 a.m. – 11:10 a.m.
Preschool PM	No classes
Kindergarten – Grade 5 (Elementary School)	8:40 a.m. – 11:45 a.m.
Grades 6 – 8 (Middle School)	7:35 a.m. – 11:00 a.m.

**N. Blackboard** (Policy 8:10) & **Parent Square**

The District uses the “*Blackboard*” recorded telephone message system to communicate with District families. This system is used to share a wide range of important information including District and school-level news, school closings, and emergencies. “Non-emergency” calls, including traditional, weather-related school closings (“snow days”), are placed to the family’s primary phone number that is associated with their child’s student record. This is the number that the family uses as its home phone, whether that is a landline or cell.



If you do not want to receive “non-emergency” calls to the phone number associated with your child’s student record, please contact Gina Steinbrecher, Coordinator of Communications and Community Relations, by email at [steinbrecherg@wego33.org](mailto:steinbrecherg@wego33.org) or by phone at 630.293.6000 x1201.

"Emergency" calls will automatically be made to up to six numbers that the family has provided. E-mail messages are also sent. "Emergencies" are defined as any event that significantly disrupts normal school day operations, during the school day – i.e., when many parents/guardians are at work.

To ensure efficient, effective communications between District schools and families, parents/guardians must call their child(ren's) school(s) as soon as possible with new family contact information, including home email address, home phone numbers, work and cell phone numbers, and phone numbers for emergency contacts. It is very important that we have the correct contact information for all of our students for the *Blackboard* mass notification system to work effectively and efficiently.

### **Parent Square**

All schools are using “Parent Square” to communicate by text message with families. Teachers will have accounts for communicating with the parents/ guardians of their students. The app can translate for over 100 languages which will support communication with all District 33 families.

If families are not connected to Parent Square please contact your student’s school’s secretary.

### **O. Emergency School Closing Process** (Policy 4:170, Procedure 4:170, 4:170 E1)

1. Any school closure related to communicable diseases will be determined after collaboration with the DuPage County Health Department (DCHD).
2. District schools also occasionally close during extreme weather. The District decides to remain open or to close in conjunction with other area and DuPage County school districts. The decision is primarily based on the ability to safely transport students and staff to schools on time. Power outages or heating system failure may also result in school closings. Late night snow or ice storms are the most likely to result in school closings. The administration makes every attempt to determine school closings by 5:00 a.m. on the affected day. To notify you of school closings:
  - You will receive a phone call via our automated phone calling system as soon as possible after the decision to close school has been made.
  - The automated phone system will call your home phone and cell phone numbers that you provided at registration.
  - Messages will be delivered in Spanish to those who indicated at registration that their home language is Spanish. All others will receive the message in English. Please listen to the message for complete information. Do **not** call your school.
  - If your phone number has changed since you registered your child for school, please give your new phone number to your school secretary so our records can be updated.

Emergency Closing Center Notification: School closing information is broadcasted on most local radio and TV stations, including WGN (Radio 720 AM or TV Channel 9), and WBBM (Radio 780 AM, TV Channel 2). Notification will be made to the Emergency Closing Center (ECC), [www.emergencyclosingcenter.com](http://www.emergencyclosingcenter.com).

A message will also be placed on the District website, [www.wego33.org](http://www.wego33.org), the District Facebook page, [wegoD33](https://www.facebook.com/wegoD33), and the District Instagram page [@wegoD33](https://www.instagram.com/wegoD33).

Please note that if the District decides not to close school, you may choose to keep your child home if you feel there is a safety issue due to excessive cold or snow. Be sure to call your school to let them know your child is home.



**P. Title I Parental Involvement** (Policy 6:170, Procedure 6:17 AP1)

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. For further information regarding these compacts, please contact Gloria Trejo, Assistant Superintendent for Learning, at (630) 293-6000, ext. 1209, or [trejog@wego33.org](mailto:trejog@wego33.org)

**Q. Waiver of School Fees** (Policy 4:140, 6:140, Procedure 4:140)

For the 2023-2024 school year, all required school fees have been waived.

**R. Asbestos Containing Building Materials Management Plan** (Policy, 4:160, Procedure 4:160)

The District has submitted its Management Plan prepared pursuant to the requirements of the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR, 763) for Gary School, Indian Knoll School, Pioneer School, Leman Middle School of West Chicago, Turner School and the Educational Service Center. Copies of the Management Plan are available in the District Administrative Office and in the offices of the above listed school buildings. The District's two newer facilities, Wegner and Currier Schools, are excluded from being surveyed under rule 763.99(2) (7). These plans are available for inspection between the hours of 9:00 a.m. and 3:00 p.m., Monday through Friday, and during other times by special arrangement. Please make an appointment by contacting the Director of Facilities and Grounds, Fred Cadena, at (630) 293-6000, ext. 1221, or [cadenaf@wego33.org](mailto:cadenaf@wego33.org).

**S. Pesticide Registration** (Policy 4:160, Procedure 4:160)

The District has an Integrated Pest Management Procedure which incorporates building maintenance, sanitation, physical barriers, and as a last resort, the safest, most effective use of pesticides. Although we avoid spraying or fogging with pesticides, in the event that this is found to be necessary, we have created a voluntary registration. By putting your name on this list, you are asking to be notified two (2) days before an airborne pesticide application. In the event of an extreme emergency when pesticides must be used immediately, we will notify you as soon as possible. Contact the District Business Office at (630) 293-6000 if you wish to be added to the pesticide registry.

**T. Search and Seizure** (Policy 7:140, 7:150, 7:190, Procedure 7:190 AP4)

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

***School Property and Equipment as well as Personal Effects Left There by Students***

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

***Students***

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, bookbags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the



law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The student's parent(s)/guardian(s) should be notified of the search as soon as possible.

### ***Seizure of Property***

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

### ***Notification Regarding Student Accounts or Profiles on Social Networking Websites***

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

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

### **U. Parent Organizations** (Policy 8:90)

The District offers a variety of opportunities, through their parent organizations, for involvement and support of the individual school buildings. Parent Teacher Organization (PTO) units are active in buildings as well as parent groups that support specific learning needs of students. Individual unit meetings of these organizations are scheduled at the beginning of the school year with calendars released to parents/guardians at that time.

In addition, a Bilingual Parent Advisory Committee meets throughout the year to discuss issues related to second language learners. This parent organization sponsors events on student achievement and success and at times meets in conjunction with West Chicago High School 94.

### **V. Education of Students Who are Homeless** (Policy 6:140, Procedure 6:140)

Each child of an individual who is homeless and each youth who is homeless has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A child who is homeless may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A child who is homeless living in any District school's attendance area may attend that school. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The District appoints a liaison to assist families who are homeless.



For assistance, please contact the Director of Student Services, Sherri Massa, at (630) 293-6000, ext. 1212, or [massas@wego33.org](mailto:massas@wego33.org).

## II. ENROLLMENT AND HEALTH REQUIREMENTS

### A. Admission Procedure (Policy 7:100, 7:60, Procedure 7:7100)

Students enrolling in the District for the first time must present:

1. A certified copy of his or her birth certificate or other reliable proof of identity and age. Upon the failure of a person enrolling a student to provide a copy of the student's birth certificate or other reliable proof of identity and age, the Building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10 day period, the Building Principal shall refer the case. The Building Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph which appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board Policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board Policy 7:100, *Health Examinations, Immunizations, and Exclusion of Students*. Parents/guardians are encouraged to have their child undergo a dental examination. See below for further information.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year.

Any child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment.

### B. Health Examinations, Immunizations and Exclusion of Students (Policy 7:100, Procedure 7:100 AP)

A student's parents/guardians shall present proof that the student was examined by a licensed physician and received the immunizations against, and screenings for, preventable communicable diseases, as required by the Department of Public Health rules:

1. Within one year before entering kindergarten or first grade;
2. Upon entering the 6th grade; and
3. Whenever a student first enrolls in a District school, regardless of the student's grade (including nursery school, special education, HeadStart programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.



2. Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of six (6) months and six (6) years must provide a statement from a physician that their child was “risk-assessed” or screened for lead poisoning.
4. The Department of Public Health will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.
5. All students entering, transferring, or advancing into the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades are required to show proof of receipt of one dose of the Tdap vaccine (combined tetanus, diphtheria, and acellular pertussis). Most students have already received the vaccine and simply need to provide the school with verifying documentation from the family health care provider, such as a:
  - Note or letter signed by your child’s healthcare provider and identifying the Tdap vaccine and date administered;
  - Print-out from your child’s health care provider’s electronic medical record system identifying the Tdap vaccine and date administered; or
  - Current Certificate of Child Health Examination specifying Tdap and date administered.

Unless a student is homeless, transferring from out-of-state or an exemption or extension applies, failure to comply with the above requirements by October 15th of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by October 15th, the student must present, by October 15th, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, registered nurse, or local health department responsible for administering the immunizations. All new students who are first-time registrants shall have 30 days following registration to comply with the health examination and immunization regulations.

Until June 30, a student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of vaccinations is properly submitted.

### **C. Care of Students with Diabetes**

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan. For further information, please contact the building principal.





#### **D. Students with Food Allergies** (Policy 7:285)

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

#### **E. Eye and Dental Examinations** (Policy 6:140, 7:100, Procedure 6:140, 7:100)

##### Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required. Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination. If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

##### Dental Examination

Parents/guardians are encouraged to have their child undergo a dental examination whenever health examinations are required. All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health. If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

##### Exemptions

A student may be exempted from this policy's requirements on religious grounds if the student's parents/guardians present to the Superintendent a notarized statement explaining the religious objection. This notarized statement will be kept on file. A student may be exempted from the health examination or immunizations on medical grounds if a physician provides written verification. A student may be exempted from eye examination requirement if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist. A student may be exempted from the dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist.

##### Homeless Children

Any child who is homeless shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board Policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

### III. TRANSPORTATION

#### A. Busing Information (Policy 4:110, 6:140, Procedure 6:140)

Bus service is furnished for all students in the District: (1) residing at a distance of 1.5 miles or more from their assigned schools, or (2) residing within 1.5 miles from their assigned schools where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parents/guardians may file a petition with the Board requesting transportation due to the existence of a serious safety hazard.

Free transportation services and vehicle adaptation for special education students shall be provided if included in the students' individualized educational programs. Students who are homeless shall be transported in accordance with the McKinney Vento Homeless Assistance Act. Students in programs such as dual language who require a transfer between schools are provided transportation at District expense. All other students are ineligible for busing, even on a temporary basis.

A bus pass is given to all bus riders and must be presented to the bus driver. Bus students must be at designated pick-up locations on time, may ride only to their assigned designation, and may return only to their designated drop-off location. The bus schedule is posted at each school prior to the beginning of the new school year.

#### B. Bus Conduct (Policy 7:200, 7:220, Procedure 4:170, 7:220 AP2)

Good conduct on the bus is imperative. To ensure the health and safety of every child, the District will follow the "Code of Conduct for Riding the School Bus" provided by our bus company. Students will be expected to know and abide by these regulations. Any gross misconduct will not be tolerated and may ultimately end in denial of the privilege of riding the bus. Students riding buses on field trips are required to follow the same instructions as school bus riders. Teachers will review these instructions with the students.

The following rules should be reviewed with your child. The Board expects that student conduct on school buses be consistent with the high standards expected of students while they are in school. All school rules and behavior expectations for students are applicable while traveling to and from the bus stop, waiting at the bus stop, boarding the bus, and riding and disembarking from the bus.

Cooperative bus riders **do** the following:

1. Model classroom conduct.
2. Be courteous and use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Do not damage the bus or equipment.
8. Stay in their seats.
9. Keep head, hands, and feet inside the bus.
10. Do not fight, push or shove.
11. Do not tamper with bus equipment.
12. Do not bring pets on the bus.
13. Do not bring flammable material on the bus.
14. Acknowledge that the bus driver is authorized to assign seats.
15. Report unsafe student behavior to staff and/or parents.
16. Have a safe trip.

Gross disobedience or misconduct providing grounds for suspension from riding the school bus includes:



1. Prohibited student conduct as defined in the Student Behavior policy. Please refer to section XV of this handbook for more information.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of the bus driver's or other supervisor's directives.
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

**C. Use of Video Cameras on School Buses** (Policy 7:220, Procedure 7:220 AP1)

Video cameras may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees. The content of the videotapes are student records and are subject to District policy and procedure concerning school student records. Only those people with a legitimate educational or administrative purpose may view the videotapes. In most instances, individuals with a legitimate educational or administrative purpose will be the Superintendent, Building Principal, Asst. Principal, Director of Business Operations, bus driver, and sponsor, coach, or other supervisor. If the content of a video tape becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

**D. Mileage Reimbursement** (4:110)

Parents/guardians who must provide transportation to and from school because free transportation is not available for their children may be eligible to receive money from the State of Illinois to help offset some of the cost. To be eligible for this reimbursement, a student must live 1.5 miles or more from school or less than 1.5 miles from school and be transported because of an identified serious safety hazard due to vehicular traffic. For the reimbursement to be approved, it is necessary to complete an application for Determination of Serious Safety Hazard at the DuPage County Regional Superintendent of Schools by September 30th. If it is determined that a safety hazard exists and the reimbursement is approved, the parent/guardian must go to the school the child attends and complete a claim form by September 30th of the year for which reimbursement is requested.

## IV. ATTENDANCE

The District Attendance Policy emphasizes the need for the regular attendance and punctuality of all students. These procedures will be overseen by the Director of Student Services, who will check for District-wide consistency of implementation at least once annually. Please direct questions and concerns to Sherri Massa the Director of Student Services at (630) 293-6000 ext. 1212.

**A. Student Attendance** (Policy 7:70)

Illinois law requires that whoever has custody or control of any child between six and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school).

The intent of attendance monitoring procedures is to help students develop good attendance habits so they can take full advantage of educational opportunities, to assist parents/guardians and students in addressing school avoidance issues that may arise, and to provide support in addressing other barriers that may interfere with regular school attendance.

Regular school attendance is essential for students to benefit from the educational opportunities the school offers. It also develops dependability and responsibility and contributes to academic success. Parents,



guardians and those with legal custody or control of students are responsible for their children's regular school attendance.

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal. The school may require documentation explaining the reason for the student's absence. Vacations and business trips during the school year are strongly discouraged. Even the most conscientious efforts of students and teachers are no substitute for daily attendance. If, however, the family believes that taking the student out of school is necessary, parents/guardians are asked to notify the Building Principal in writing five (5) days prior to the absence. Procedures for completing make-up work will be established at that time.

In case of emergency or hardship, parents/guardians are asked to notify the Building Principal in writing or by phone as soon as possible. If the reason for the absence is determined to be valid, arrangements for make-up work will be made.

The Board supports the principle that local school districts have the responsibility for matters pertaining to student attendance. Further, the Board recognizes the following definitions:

- Tardy: in the morning at the elementary schools, tardiness is defined as a student not being with his/her classroom teacher at the time of the 8:40 a.m. bell. For middle school students, the time is 7:45 a.m.
- Absence: a failure to attend school
- Truant: a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. (See below)
- Chronic or Habitual Truant: a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for five percent or more of the previous 180 regular attendance days.
- Truant Minor: a child to whom supportive services, including prevention, diagnostic, intervention, and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.

## **B. Parental Procedures**

1. If a parent/guardian has any questions about attendance expectations or attendance monitoring, they should contact their child's Building Principal or Sherri Massa the Director of Student Services at (630) 293-6000 ext. 1212, [massas@wego33.org](mailto:massas@wego33.org).
2. If a parent/guardian has any difficulties with regular attendance of their child in school, they are encouraged to contact their child's Building Principal to obtain assistance from school resources, and to keep their child's Building Principal informed of the reasons for attendance difficulties.
3. If a child will be absent from or late to school, parents/guardians are encouraged to call their child's school before the start of the school day, or as soon as practical. If a call has not been made to the

school by the end of the morning attendance period on the day of a student's absence, a school official will call the home to inquire why the student is not at school.

4. Parents/guardians are encouraged to obtain notes from their child's doctor verifying the doctor's visit if the visit is in conjunction with a school absence (see *Supporting Evidence or Documentation* below).
5. If a child is sent home from school by school personnel, the parent/guardian should request a note from the school explaining the reason the child is being sent home. Retain this note for your records if an attendance question arises.
6. Please follow specific procedures in this Handbook.

### **C. Absence Notification**

A student's parents/guardians must: (1) upon the child's enrollment, provide telephone numbers to the Building Principal and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence.

If a student is absent without prior authorization by the parents/guardians, the Building Principal or designee shall make a reasonable effort to notify the parents/guardians of the child's absence within two (2) hours after the first class by telephoning the numbers given.

### **D. Valid Cause For Absence**

A child may be absent from school because of the following:

- Illness.
- Observance of a religious holiday or event (written notice must be provided 5 days in advance).
- Death in the immediate family.
- Family emergency.
- Situations beyond the control of the student as determined by the Board.
- Such other circumstances which cause reasonable concern to the parent/guardian for the safety or health of the student.

All other absences are considered unexcused absence

In the event of any absence, the student's parent/guardian is required to call the student's school before 9:00 am to explain the reason for the absence. Students who are absent will receive an automated phone call regardless of whether the parent/guardian has called the student in. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request for the parent/guardian, the reason for an absence will be kept confidential.

A student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian is responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

### **E. Supporting Evidence or Documentation**

Supporting evidence may include a verbal explanation provided by the parent/guardian to the Building Principal, a doctor's note, and a receipt for medication, a home visit by school personnel, or other means of verifying the legitimacy of the absence.

## **F. Monitoring/Intervention Procedure for Absences**

Excused absences that accumulate and do not have supporting evidence or documentation are subject to the follow-up procedures listed below, which may include referrals to supportive social service agencies. In all procedures, school personnel shall seek to understand family situations, to preserve family dignity and privacy, and to show compassion to students and families with the understanding that families seek to do their best for their children.

1. An accurate daily record of absences will be kept by the Health Aide, with assistance from the building secretaries and the school nurse.
  - Parent/guardian call-ins will be noted on the daily attendance sheet.
  - The reasons for absences will be recorded.
  - Each morning, the health aide will call the parent/guardian of students who have not been called in to report their child's absence or late arrival.
  
2. Attendance and tardiness records will be reviewed monthly.
  - The health aide, teacher, team, and the Building Principal/administrator will discuss students who have accumulated five (5) or more absences or tardies.
  
3. If an attendance concern is identified, an attendance form will be initiated and kept in the student's health file, and the Building Principal/administrator will make a personal contact with the parent/guardian.
  - The purpose of this contact is to:
    - i. Discover medical issues, school avoidance problems, or other reasons the student is missing school.
    - ii. Assess the level of parent/guardian concern and support; to reinforce the importance of school attendance.
    - iii. Review the school's attendance policies and procedures.
  - If no contact can be made with the family, or no cooperation or change results, these procedures will be followed by a registered letter.
  
4. When a specific problem is identified, intervention strategies will be initiated. These may include, but are not limited to:
  - Home-school conferences.
  - Home visits.
  - Group and/or individual counseling services for the student and consultation with the student's parents/guardians provided by a school psychologist, social worker, or guidance counselor.
  - Adjustments in the student's schedule and/or placement.
  - Referral to the Pupil Personnel Services team.
  - Information to the parent/guardian about appropriate school and community resources.
  - Referral to Regional Office of Education.
  
5. At 10% absences or tardies, an attendance notice will be sent to the parent/guardian from the Building Principal.
  - A phone call or personal contact from the Building Principal must precede the letter.
  - When appropriate, a Truancy Individualized Improvement Plan will be initiated. It will be developed at a meeting involving the parent/guardian, student (optional), Building Principal, social worker and/or school nurse. Written consent will be obtained from the parent/guardian before implementation.
  
6. If attendance does not improve, a second attendance notice, requesting a parent conference, will be sent to the parent/guardian.
  - This letter will be sent by the Building Principal via mail.
  - The Building Principal will call the parent/guardian if the parent/guardian has not contacted



- the school within three (3) days.
  - A Truancy Individualized Improvement Plan will be initiated. It will be developed at a meeting involving the parent/guardian, student (optional), Building Principal, social worker, and/or school nurse. Written consent will be obtained from the parent/guardian before implementation.
7. Medical documentation of illnesses and medical recommendations may be requested from the parent/guardian by the school nurse or Building Principal.
- The school nurse or Building Principal will ask the parent/guardian to sign a Release of Information form, and a copy of the release and a medical documentation letter will be mailed to the appropriate physician(s).
  - When ongoing medical documentation is requested, the document must specifically address the issue of school attendance.
8. When supportive actions by the school are not successful and the student has been absent without valid cause (unexcused) for 5% of school days during the last 12 months, a Project Visa Referral Data Sheet will be completed and mailed to the DuPage County Project Visa Services Office.
- This may include situations in which parents/guardians refuse to conference or cooperate with school personnel.
  - Parents/guardians will be contacted prior to referral by phone and by registered letter with return receipt requested.
9. If a student with a disability is to be referred to Project Visa, the Director for Student Services will be notified in writing prior to referral. A monthly report listing the number of pending referrals to Project Visa will be submitted to the Board.

No punitive action, including out-of-school suspensions, expulsions, or court action shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.

## V. ACADEMIC POLICIES AND GUIDELINES

### A. Make-Up Work (Policy 6:290)

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused will be expected to make up missed work.

### B. Homework Policy

Homework is optional and at the discretion of the teacher, should be age-appropriate to the student, and should address one of the following four researched purposes of homework (Kathy Vatterott, 2009):

- Pre-Learning: Finding out what a student already knows, what the student is interested in learning, and reading to prepare a student to participate in a classroom discussion. Awkward wording
- Checking for Understanding: Assigning students a few sample problems and explaining the steps in order to determine the student's level of understanding.
- Practice: Should come after "checking for understanding" to make sure the student can complete the practice competently. Practice should be distributed over several days or experiences.
- Processing: Used to have students reflect on concepts learned in class or to apply concepts to new situations.

The type, frequency and quantity of homework should be based on the needs of the individual student as determined by the professional judgment of the teacher. Homework should be related to classroom experience and should not be assigned for disciplinary purposes. Homework should not be assigned for concepts not yet addressed or for which instruction has not occurred.

The encouragement, support, and supervision of homework activity in the student's home is critical to the effective completion of homework. However, students are expected to complete homework as assigned in order to practice essential skills for which the student will be held accountable.

### **C. Homework Guidelines**

#### **PK-K:**

At this stage, children will not receive daily homework. Parents/guardians will be asked to read to their child a minimum of 10 minutes per day at least five days per week. If additional support is needed, parents/guardians may be asked to practice skills with their child at home.

#### **Grades 1 – 2:**

At this stage, daily reading at home is an important expectation. Parents/guardians will be asked to have their children read independently (at their reading level) for 15 – 30 minutes each day. Parent/guardian support is encouraged by emphasizing reading skills in comprehension, vocabulary, phonics, and by practicing addition/subtraction math facts. Children will receive homework that is meaningful to help reinforce concepts/skills taught in class previously or that day. The time to complete this homework should range between 10 – 20 minutes. If your child seems overwhelmed with the amount of work being assigned, please communicate with the teacher.

#### **Grade 3:**

Homework should be no more than 30 minutes on school days. Work will be meaningful, will help reinforce concepts/skills taught in class, or will be in conjunction with a project. Children should demonstrate more independent habits related to homework completion. Parents/guardians may need to offer assistance when necessary. In addition, children are asked to read 30 minutes per day. If your child seems overwhelmed with the amount of work being assigned, please communicate with the teacher.

Appropriate homework suggestions:

1. Math practice including practicing multiplication and division facts.
2. Nightly reading with minutes recorded in a log.
3. Cursive practice.
4. Studying for a test.
5. Project based assignments.
6. Word study.

#### **Grades 4 – 5:**

Homework should be no more than 30 – 40 minutes a night. Parental support is encouraged; however, children should be able to complete homework independently. In addition, children are expected to read at least 30 minutes per day. If your child seems overwhelmed with the amount of work being assigned, please communicate with the teacher.

Appropriate homework suggestions:

1. Math practice.
2. Nightly reading.
3. Writing practice.
4. Class projects.
5. Reading for content.
6. Studying for assessments.
7. Word study.



**Grades 6 – 8:**

Middle school students may spend between 40 – 60 minutes per night on school days completing homework assignments. In addition, it is an expectation that middle school students read at least 30 minutes each day. There may be more long term assignments along with daily practice. Parents/guardians should be informed regarding homework expectations and timelines for assignments. If your child seems overwhelmed with the amount of work being assigned, please communicate with the teacher.

**G.A.T.E.:**

Students may require an additional 20 – 30 minutes of homework time for independent practice aside from reading 30 minutes daily. If your child seems overwhelmed with the amount of work being assigned, please communicate with the teacher. (Policy 6:290)

**D. Grading Policy and Procedures** (Policy 6:110, 6:280, Procedure 6:280)

1. Grades should reflect achievement of intended learning outcomes, whether the school is using a conventional, subject-based report card or a report card that represents these intended learning outcomes as standards. Grades can be viewed by parents/guardians through Home Access.
2. The primary audience for the messages conveyed in grades are students and their parents/guardians. Grading procedures should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.
3. Grades should reflect a particular student's individual achievement. Group and cooperative skills are important, but they should be reflected on the Learning Skills Rubric, not in an individual's academic grade.
4. Grading procedures should be set-up to support student motivation to learn. A student should never reach a place where failure is inevitable.

**E. Grading and Promotion** (Policy 6:280, Procedure 6:280)

School report cards are issued to students at the end of the fall, winter, and spring trimesters; parents/guardians are able to view them through Home Access. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance.

The system shall also determine when promotion requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on appropriate assessments, or other testing. A student shall not be promoted based solely upon age or any other social reasons not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees to allow the student to do extra work that may impact the grade;
- an inappropriate grading system used to determine the grade; or

- an inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

**Accelerated Placement**

The District provides for an Accelerated Placement Program for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the students. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration.

Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

**F. Grading Scales**

**K – 5 Grading Scale**

<b>Mark</b>	<b>Description</b>
4	Student consistently performs at and above grade level expectations
3	Student shows mastery of grade level skills consistently
2	Student shows many grade level skills but with some inconsistencies and misunderstandings
1	Students shows little or no understanding of grade level concepts or skills at this time

**6 – 8 Grading Scale for Outcomes Completed**

<b>A 90% - 100%</b>	Student has met and exceeded the criteria for the outcome as described by the outcome assessment and has accumulated at least 90% of the accumulated points for the outcome assessment and component assessments.
<b>B 80% - 89%</b>	Student has met or exceeded the criteria for the outcome as described by the outcome assessment and has accumulated 80-89% of the accumulated points for the outcome assessment and component assessments.
<b>C 70% - 79%</b>	Student has met or exceeded the criteria for the outcome as described by the outcome assessment and has accumulated 70-79% of the accumulated points for the outcome assessment and component assessments.
<b>D 60% - 69%</b>	Student has met or exceeded the criteria for the outcome as described by the outcome assessment but has accumulated less than 70% of the accumulated points for the outcome assessment and component assessments.
<b>Incomplete or F 60% or Less</b>	Student has not met the criteria for the outcome as described by the outcome assessment.

**6 – 8 Grading Scale for Subject Grade by Trimester**

<b>A 90% - 100%</b>	Student has met and exceeded the criteria for the end of unit assessments assigned to the trimester and has accumulated at least 90% of the accumulated points for the summative assessment and formative assessments administered in the trimester.
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<b>B 80% - 89%</b>	Student has met or exceeded the criteria for the end of unit assessments assigned to the trimester and has accumulated 80-89% of the accumulated points for the summative assessment and formative assessments administered in the trimester.
<b>C 70% - 79%</b>	Student has met or exceeded the criteria for the end of unit assessments assigned to the trimester and has accumulated 70-79% of the accumulated points for the summative assessment and formative assessments administered in the trimester.
<b>D 60% - 69%</b>	Student has met or exceeded the criteria for the end of unit assessments assigned to the trimester and has accumulated less than 70% of the accumulated points for the summative assessment and formative assessments in the trimester.
<b>Incomplete or F 60% or Less</b>	Student has not met the criteria for the end of unit assessments assigned to this trimester.

## Leman Middle School 2023-2024 Grading Practice

Student grades will be determined for all content areas and would be broken down into 3 different categories:

- Homework – 10%
- Classwork – 40%
- Assessment – 50%

### **Category #1 - Homework: 10%**

Homework should be age-appropriate and address one of four researched purposes:

1. Pre-Learning
2. Checking for Understanding
3. Practice
4. Processing

### **Category #2 – Classwork: 40%**

Classwork is at the teacher's discretion and should include all types of assignments and activities. Classroom work includes any type of work done in class. Some examples of classwork include but are not limited to: practice, projects, labs, quizzes, bellwork, exit slips, etc...

### **Category #3 – Assessment: 50%**

Assessments are defined as summative or unit assessments. These could be skills-based (lab skills, Exploratory skills, Physical skills) or curricular. This definition would include Unit Assessments for Math, Science, Literature, Language Arts, and Social Studies. This would also include curriculum appropriate assessments for other content areas.

- Assessment should account for 50% of the marking period grade.
- All students should be offered retakes for grades below a 70%. This offer of a retake may take place outside of class time.

### **G. Behavior, Participation and Attendance in Grading**

Behavior, participation, completion of assignments, and attendance will be used in the determination of a rating on the **Learning Skills Rubric** for grades K - 5 but will not be used to calculate achievement grades.

Learning skills rubric grades are:

- 4 Exceed standard
- 3 Meets standard
- 2 Meets standards with assistance
- 1 Does not meet standard

The grading procedure will apply to subjects for which units, and common summative unit assessments have been written. (Policy 6:280)

### **H. Conferences**

Parents/guardians are expected to keep in close contact with their child's teacher and Building Principal. These contacts should be made early in the year, especially if the child is experiencing any difficulty. Conferences regarding student progress should occur before or after school at a time convenient for both the parent/guardian and the teacher, or on scheduled conference days. The expectation is that parents/guardians will attend conferences.

Academic Parent Teacher Teams [APTT] is a model that teachers in preschool to fifth grade are implementing to create a culture of community among district families and their students with common and personal goals. The partnership between parents and teachers is focused on maximizing student learning in and out of the school. Strong relationships are built through this partnership. Team meetings/whole group class meetings are held, parents meet other parents to learn from each other and create learning goals to practice with their child at home. Team meetings are held 2-3 times a school year. Individual sessions are held between the parent, the teacher and the student to review the student's learning goals and their progress at least once a school year.

#### ***The Right to Comprehensible School Information for Parents***

Federal law requires schools to communicate with parents in the parent's native language. This includes the right to a translator for parent-teacher conferences. If you require these services, you should ask the school for assistance and/or translation.

## **VI. ASSESSMENTS AND TESTING (Policy 6:10, 6:340)**

The District is committed to gathering and providing appropriate, accurate, understandable, and usable information about student achievement and student growth to all members of the learning community in a timely manner. Assessment information is gathered at the classroom, district, and state levels to assist in maximizing the potential of all learners. Ongoing, varied, and timely classroom assessment data is gathered continuously as part of the instructional process. Clear, effective means of communicating student performance is essential in understanding the academic success of every learner. We refer to our assessment system as being a "Balanced Assessment System".

Tests are only a part of the student and curriculum assessment program. Parents/guardians are urged to confer with their child's teacher regarding any concerns about their child's progress.

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing by doing the following:

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

#### **A. Unit Assessment (Summative)**

District Common Unit Assessments, including Performance Tasks, will be administered to assess student learning of the prescribed curriculum. Predetermined criteria will determine the level of individual student learning. Students not meeting the criteria will receive additional focused instruction and practice to improve learning and will be reassessed at a point at which their learning indicates they could demonstrate mastery. Unit Assessment scores will be used in the determination of a grade for the unit of study and for the subject, if applicable. At the elementary level, we use these assessments for our thematic units, encompassing literacy, social studies, and science. We also utilize these assessments for math across all grades in the district.

#### **B. Illinois Assessment of Readiness (IAR)**

Illinois State Assessments are mandated by the State of Illinois and measure achievement in English Language Arts/Literacy and Mathematics in grades 3–11. The IAR is a computer-based assessment aligned to the State Standards. The assessment system allows us to have clear information about whether students are working at expected levels and are on track for postsecondary success. The assessment will continue to include complex tasks in reading and math that require strategic reasoning, extended investigation, and writing. It is administered once a year in the spring.

#### **C. DLM (Dynamic Learning Assessment)**

A learning map is a network of sequenced learning targets. Often, we think of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps™ not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill. By using dynamic learning maps™ as the basis for assessments, the DLM™ system will give teachers a clearer view of each student's knowledge. First, it shows where a student is starting. It also shows the main route, which is the shortest, most direct way to get there. It also shows several alternate skills in case the main skill can't be traveled. Finally, the map shows all the skills that a student must achieve in order to accomplish a common core standard.

This assessment is aligned to the Common Core Essential Elements in English language arts and mathematics. The system will be compatible with a variety of assistive technologies commonly used by students. It will also be flexible enough to allow for varying levels of teacher assistance.

#### **D. ACCESS**

The ACCESS 2.0 for ELLs™ is a computerized, standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains; speaking, listening, reading and writing. Section 14C-3 of the *Illinois School Code* and Section 228.25(c) (1) and (3) of the *Illinois Administrative Code* requires school districts to assess each student who has been identified as having limited English proficiency, even if the parent/guardian has refused ELL services. All identified LEP students must be assessed during the annual ACCESS examination each year until they



achieve a "proficient" score of 4.8 overall composite. (Policy 6:160)

#### **E. CogAT Abilities Test**

The Ability Test is given to all 2nd and 5th grade students and newly enrolled students when appropriate. This test measures verbal, quantitative and nonverbal reasoning ability and general problem solving abilities in children and adolescents.

#### **F. MAP**

Measures of Academic Progress® (MAP) is a computer adaptive test created by NWEA™ that our students take three times per school year in the areas of Mathematics and English Language Reading. For students in the Dual Program they also take the MAP Spanish Reading assessment.

The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. Computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions. As the student responds to questions, the test responds to the student, adjusting up or down in difficulty. This data helps our teachers know what students are ready to learn at any point in time. Teachers can see the progress of individual students and of their class as a whole. Principals and administrators can see the progress of a grade level, school, or the entire district.

#### **G. Formative Assessment for Teachers (FastBridge)**

FastBridge is the progress monitoring tool for all students to measure students' rate of improvement and determine if instruction and interventions are effective. Teacher professional learning teams will decide what progress monitoring assessments are appropriate based on the needs of individual students.

#### **H. ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL)**

Students who are enrolled in the dual language program in grades third through eighth grade will be assessed on their Spanish language proficiency skills through this assessment. The AAPPL can assess language areas in three components: Interpersonal Listening & Speaking, Interpretive Listening & Reading, and Presentational Writing. This is a computer based assessment. During the Interpersonal Listening and speaking component, students will interact and negotiate meaning in spoken conversations to share information, reactions, feelings, and opinions. During the Interpretive Reading and Interpretive Listening component, students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. When assessed in the presentational writing component, students will present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media [such as writing an email] and adapting to various audiences of listeners, readers, viewers. About two weeks after the test sessions are submitted teachers will receive each students' AAPPL score description, showing what the student can do and the next strategies for progressing along the continuum.

### **VII. CURRICULUM**

The District has had strong curriculum development both at the elementary and middle school levels, respectively. As we continue to address the needs of all students, the curriculum needs to maintain alignment not only with the Common Core Learning Standards but as a PreK – 8 system as well. To lead us in this process, the District has developed an Academic Leadership Council comprised of parents, teachers, board members and administrators who meet monthly to discuss and make district decisions regarding curriculum, instruction, assessments, and professional learning of teachers. (Policy 6:10, 6:40, 6:60)

Please Note:

1. The Illinois State Board of Education has adopted Math and English Language Arts Standards for K – 12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a

competitive global economy. District 33's English Language Arts and Math curricula are written in alignment with these standards.

2. Illinois is among the 26 lead states that have worked collaboratively to update science standards, called Next Generation Science Standards, under the guidance of Achieve, Inc. The final draft of the standards was released as of April 9, 2013. District 33 has written curriculum aligned to these standards.
3. District 33 finalized the curriculum for social studies using the C3 Framework. The result of a three year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs.

#### **A. Literacy**

The Language Arts/Literacy curriculum incorporates reading, writing, listening and speaking instruction. Language Arts/Literacy utilizes a balanced approach focused on consistent instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have an opportunity to practice these skills through writing, shared reading, guided reading, and word study. The curriculum is aligned to the Common Core Standards.

#### **B. Mathematics**

The mathematics curriculum and appropriate resources provide students with a sound mathematical foundation both in underlying concepts and computational skills. The curriculum employs fundamental mathematical strands such as number and operations, algebra, measurement, geometry, data analysis and problem solving. Through the curriculum and the resources, students have opportunities to solve problems and represent and apply strategies that reflect their learning. The curriculum is aligned to the Common Core Standards.

#### **C. Social Studies**

The content of the program draws from all the major disciplines: history, geography, economics, political science and cultures. The social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. The curriculum is based on the C3 framework.

#### **D. Science**

Science provides students with a firm foundation in the scientific method which includes wondering, thinking, trying, observing, recording, and discovering. Additionally students have opportunities to practice nonfiction reading strategies as they learn about science. The curriculum is based upon the Next Generation Science Standards.

#### **E. Art, Music, Physical Education, Health/Wellness**

District schools are fortunate to have art, music, and physical education specialists in their elementary and middle school programs.

The health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including sexual abstinence until marriage); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about



cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help. (Procedure 6:60)

In grades pre-K through 8, age appropriate sexual abuse and assault awareness and prevention education shall be included.

Sex Education Instruction (Policy 6.210, 7:15)

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

For your information, State law requires that all sex education instruction must be age appropriate, evidence-based and medically accurate. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective method in the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please contact your student's teacher or principal within 5 days.

Exemption from Physical Education Requirement [K-8]

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

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

**F. Social and Emotional Learning**

The District is committed to providing a safe and positive school culture, valuing and supporting the social and emotional learning (SEL) of each student. Therefore, an SEL/Health specialist is on staff at every elementary building. It is all staff's goal to foster self-awareness, self-management, social awareness, responsible decision-making and relationship skills. Please see the District's website for current activities supporting social and emotional learning (SEL).



## **G. Approaches to Teaching and Learning: Cooperative Learning**

Teachers strive to help students make connections across curricular areas to add meaning for the individual child, so the subject matter is often presented in an integrated manner through cooperative learning. Much of the curriculum is designed to spiral across the grade levels, increasing in complexity and level of mastery over time, thus similar topics will be encountered at various grade levels. The district is committed to ensuring student engagement at all grade levels. Therefore, all staff have been trained in cooperative learning strategies using Spencer Kagan's model. Lessons are structured to be engaging, fun, purposeful and accessible for students' wide range of abilities. We encourage you to ask your child's teacher about this approach to learning.

## **VIII. PROGRAM SERVICES OVERVIEW**

### **A. Fine Arts**

Instruction in art and general music is provided for all students. Band, orchestra, drama and choral music are provided at the Middle School. Band and orchestra instruction is also available at the elementary schools, grades fourth through fifth.

### **B. School Libraries** (Policy 6:230)

Each building has a Library Learning Center where students can check out books and do literacy activities with the librarians. Students have the opportunity to learn information literacy skills to pursue individual studies using a wide variety of tools in the school library. Reading is encouraged.

### **C. Student Devices** (Policy 6.210, 6.235)

iPads are available to students in grades K-1st grade. Chromebooks are available to students in grades 2nd-8th grades. The use of the District's electronic networks shall:

1. Be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students; and
2. Comply with the selection criteria for instructional materials and library materials. Teachers may use the Internet throughout the curriculum.

### **D. Technology Integration** (Policy 6:235, Procedure 6:235)

Students at all grade levels have access to computers and instructional software. Teachers are encouraged to integrate technology into their instructional activities when appropriate.

### **E. Instructional Coaches**

Instructional Coaches are assigned to each building and work collaboratively with classroom teachers to ensure maximum development of student academic needs.

### **F. Gifted and Talented Education (G.A.T.E.)**

West Chicago School District 33 recognizes that all students have unique educational needs that should be met within the context of educating the whole child through a variety of services and options for gifted and high ability students. Through differentiation and enrichment classes in the classroom or in a pull out class taught by a GATE Specialist, gifted and talented students shall be provided with appropriate instruction and/or special ancillary services that are designed to meet their educational needs. (6:130)

### **Early Entrance to Kindergarten or First Grade**



The District provides for an early entrance to Kindergarten or First Grade for qualified students. It provides students with an education setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Early Entrance placement includes early entrance to kindergarten or first grade. Participation is open to all students who demonstrate high ability and who may benefit from early entrance. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

Pursuant to IL School Administrative Code 10-20.12, all children who turn five years of age after September 1 of the year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Families with a child turning six after September 1 and requesting early admission to first grade may also request an evaluation for early placement. Requests should be made to the principal of the family's neighborhood school or to Beth Walrath, Director of Assessment and Accountability, 630-293-600 ext. 1214 or by email to walrathb@wego33.org.

#### Kindergarten Placement

Placement in the neighborhood school for incoming kindergarten students is a District priority but cannot be guaranteed. Placement in the neighborhood school is prioritized based on the following criteria: being age five before September 1st, having older siblings in the neighborhood school, and completing registration during the District registration window. A kindergarten placement will be provided for incoming students not meeting these criteria but it cannot be guaranteed to be at their neighborhood school.

#### **G. Multi-Tiered System of Supports (MTSS) (Policy 6:110)**

A Multi-Tiered System of Support (MTSS) integrates universal screening, progress monitoring, assessment, data, and interventions or instruction within a tiered system to maximize student achievement and to reduce behavior problems. Within this system, schools use a problem-solving approach and identify students at risk for poor learning outcomes, monitor student progress, provide research-based interventions and adjust those interventions based on a student's responsiveness.

This is a larger system process inclusive of Response to Intervention (RtI). We also use a multi-tiered system for behavior and social-emotional needs through a framework that establishes clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This framework is a proactive approach to establishing the behavioral supports and social culture needed for all students in school to achieve social, emotional, and academic success.

#### **H. Education of Students with Disabilities (Policy 6:120)**

The District shall provide a free appropriate public education (FAPE) and necessary related services to all children with disabilities residing within the District, required under the Individuals with Disabilities Education Act (IDEA). The term "children with disabilities," as used in this policy, means children between ages 3 and the day before their 22nd birthday for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are necessary.

It is also the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

A copy of the publication, "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State



Board of Education's Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parents/guardians to examine relevant records, an impartial hearing with opportunity for participation by the student's parents/guardians, and representation by counsel, and a review procedure.

A full continuum of services is provided to meet individual students' needs. Students may receive inclusive support with specialized instruction in their home schools, special education classrooms, or programs outside the District. Our special education cooperative, the School Association for Special Education in DuPage County, provides many additional services. For further information please contact the Director of Student Services, Sherri Massa, at (630) 293-6000, ext. 1212, or [massas@wego33.org](mailto:massas@wego33.org).

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure.

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

#### **I. Home and Hospital Instruction** (Policy 6:150)

A student who is absent from school, or whose physician, physician assistant or advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

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

For information on home or hospital instruction, contact Sherri Massa by email at [massas@wego33.org](mailto:massas@wego33.org).

#### **J. Early Childhood Education** (Policy 6:180)

Early Childhood programs and services are provided on a limited basis based on available grant funds. "Project HOPE" is a program for children from birth to three years of age which emphasizes child development, parent activities and community collaboration. "Project CARE" is a program for children three to five years of age who are identified through screening as being at-risk for academic challenges. The program is developmentally appropriate and designed to meet the needs of individual children.

#### **K. Programs for Students At Risk of Academic Failure and/or Dropping Out of School** (Policy 6:110, 6:270, Procedure 6:280)

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure. The program shall include education and support services that address individual learning styles, career development, and social needs, and may include:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselor
- Counseling services by psychologists



- Psychological testing
- Alternative educational programs
- Alternative school placement
- Community agency services

The student's parents/guardians shall participate in the process of determining the appropriate option.

## **IX. PROGRAMS FOR SECOND LANGUAGE LEARNING (Policy 6:160)**

The District's English Language Learning (ELL) Program employs various instructional models where students work within a classroom setting in small groups or individually with an ESL endorsed teacher and/or a Multilingual Learners Coach. The amount of support the student receives is based upon the student's level of English proficiency as determined by the ACCESS Online Screener Placement test or MODEL assessment.

The main purpose of both the Dual Language Programs and the Transitional Program of Instruction, is to enable Emergent Bilinguals or English Language Learners to become proficient in listening, speaking, reading, and writing by developing literacy and academic skills in English. Both programs emphasize mastering English language skills as integral parts of the academic goals for all students to participate equitably in school. The Dual Language Programs also enable Emergent Bilingual students to become proficient in listening, speaking, reading, and writing by developing literacy and academic skills in Spanish.

The two types of dual language programs offered are the One Way and Two-Way Dual Language Programs. The Bilingual Program must comply with Illinois School Code Article 14-C requirements and District 33's mission and program goals.

### **A. Transitional Program of Instruction/English as a Second Language, ESL**

The Transitional Program of Instruction is for non-native English speaking students who have not scored proficiency in reading, listening, speaking and or writing in English. The program provides support to help students succeed in academic subjects and develop their English language proficiency to grade level or above. Services are provided in monolingual classrooms for students whose first language is not English. ESL is taught through academic content using a variety of instructional strategies, by an ESL endorsed teacher and/or a Multilingual Learners Coach. The classes count toward graduation requirements.

### **B. Dual Language Education**

**One-Way Dual Language** supports "one language" group of students to become bilingual, bicultural, and biliterate in English and Spanish. The "one language" group refers to students whose home language is Spanish and who qualify based on their language screener scores. This is offered to PreK through Eighth grade students at Pioneer, Turner, Wegner, Indian Knoll, Currier and Leman.

**Two-Way Dual Language** supports "two language" groups of students to become bilingual, bicultural, and biliterate in English and Spanish. One language group is students who are proficient in Spanish and are English Language Learners. The second language group is composed of students who are proficient in English and are Spanish Language Learners. This type of program model is only implemented at Gary School.

## **X. WEGO TOGETHER FOR KIDS (Policy 8:10)**

### **Connecting our community...strengthening our families**

The mission of WeGo Together for Kids is to support and enhance the health, safety and well-being of students and families through a collaborative, coordinated and comprehensive community school



approach for West Chicago schools and community. District 33 and WeGo Together partners are utilizing the community school strategy to facilitate movement toward increased academic achievement, improved youth and family health, family stability, emergency preparedness and an engaged community.

The Community School has five components:

1. Authentic family and community engagement
2. Powerful learning opportunities
3. Integrated health and social supports
4. Inclusive leadership
5. Shared ownership for results

The Community School strategy helps to bridge the path between home and school, lifting up gifts, expertise and passions of students, families, and District staff, and community partners to help children achieve their goals and reach their fullest potential.

*Community School staff include:*

Community School Coordinators:

- Relationship development with families, school staff, and partners
- Community School Team development and supervision
- Resource development
- Programming alignment between school day and community assets

After School Coordinators:

- Provide high quality after school programming
- Assure alignment between school day and out of school interventions
- Facilitate connections between the school and families

Family Liaisons:

- Promote student attendance
- Provide access and linkage to resources/services
- Facilitate parent engagement through advocacy and education

Community Mental Health Clinicians:

- Provide family therapy and case management
- Provide crisis intervention
- Co-facilitate school day behavioral health school day groups with Student Services staff

For questions contact *WeGo Together for Kids* at 630-293-6000 or visit [www.wego33.org](http://www.wego33.org).

## XI. PUPIL PERSONNEL SERVICES (Policy 7:250)

The following student support services may be provided by the School District:

### A. Health Services

School nurses and full-time health aides are assigned to each building. The school nurses assist in developing school health programs, obtain health histories, maintain student health records, administer doctor-prescribed medications, develop health care plans, participate in the special education eligibility process, provide first aid, and monitor hearing and vision screenings.

### B. Psychological Services

School psychologists provide diagnostic evaluations of individual students, facilitate individual student problem solving, counsel students, and consult with teachers, parents/guardians, and administrators.

### C. Social Work Services

Social workers function within the school as liaisons between the school, home, and outside support agencies to support students' needs in the academic setting. They provide individual and group social work services for students with disabilities who have identified social, emotional, and mental health needs. Social workers are also available for consultation to staff in the buildings they serve.

### D. Speech and Language Therapy

Speech and language pathologists are available for students, preschool through grade 8, whose speech and/or language interferes with communication and learning. Therapy services are provided in the general education classroom and in separate individual or small group sessions.

### E. Additional Middle School Services

Counseling: Counselors are provided at the Middle School for those students who have social or emotional problems that interfere with their learning. Counselors address issues such as poor self-concept, peer relationships, relationships with teachers, and academics.

PAUSE: This program works with students who are exhibiting inappropriate behaviors and teaches appropriate replacement skills so that students will begin to experience more success in the academic setting.

### F. Technology – Access to Electronic Network

The Board's goal is to include electronic networks, including the Internet, in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

The District is not responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet. (Policy 6:235)

### G. Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI



technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

## **XII. HEALTH OFFICE INFORMATION**

### **A. Health Care**

Each school has a full time school nurse each school day from 8:30 a.m. to 3:30 p.m. at the elementary schools, and 7:25 a.m. to 2:55 p.m. at the middle school. The school nurse is trained in first aid and CPR and does not diagnose or give treatment for anything but first aid needs. District school nurses supervise the health aides and usually travel to more than one school. Students needing a medical diagnosis or treatment should be taken to the family doctor. If your child appears to be ill before school, please consider keeping him or her home. Children with a temperature above 99.9 degrees, an undiagnosed rash, or who have vomited or had diarrhea within 24 hours should not come to school.

### **B. Communicable Diseases** (Policy 7:280)

The following diseases are contagious and require a doctor's note before a student may be admitted to class: measles, mumps, German measles (Rubella), diphtheria, hepatitis, meningitis, polio, whooping cough (pertussis), ringworm, strep throat and impetigo. Chicken pox, conjunctivitis (Pink Eye) and rashes of undetermined origin are considered communicable diseases but the student may return to school with just a parent's/guardian's note stating the onset of the disease provided the rash or symptoms have disappeared. Because scabies is highly contagious, the infected student must remain out of school until treated by a physician. Head lice are a nuisance that can happen to anyone. It is suggested that students do not share hats, combs, or brushes in order to prevent the spread of head lice. Students who are found to have head lice are excluded from school until treated. When the student returns to school, he or she must provide evidence of treatment. For more information, please call the school nurse.

### **C. Administering Medicines to Students** (Policy 7:270, Procedure 7:270 AP1, 7:270 AP2)

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parents/guardians believe that it is necessary for the student to take medication during school hours, they must request that the school dispense the medication to their child and otherwise follow the District's procedures on dispensing medication.

No District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parents/guardians. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

**D. Self-Administration of Medications** (Policy 7:270, Procedure 7:270 AP1, 7:270 AP2)

A student may possess an epinephrine auto-injector (Epi-Pen) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parents/guardians have completed and signed a "Self Administration Authorization Form."

Medications taken on a short-term basis (i.e. antibiotics) should be administered at home by a parent/guardian as much as possible. Do **NOT** send cough drops, Advil, Tylenol, or antacids to school with your student.

**E. Physical Education Excuses** (Policy 7:260)

If a student is physically unable to participate in physical education (PE), he/she is to bring a note, explaining the nature of his/her illness. Extended absences (more than three days) from PE will need a doctor's note. PE is an important part of the curriculum and should not be missed for minor illnesses, such as colds, that are not serious enough to keep a child out of school. If a child is excused from PE, he/she will not be allowed to participate in recess but may be allowed to go outside for fresh air.

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

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

**F. Screenings**

Throughout the course of the school year various screenings occur. Vision and hearing screening is conducted in each school for grades mandated by the state of Illinois. This is only a screening and does NOT determine your child's need for glasses, hearing aids or other treatment. Parents/guardians whose children have failed two screenings on different dates will be notified in writing. It is the parents'/guardians' responsibility to follow up with a health care provider. Students' heights and weights may be measured in the fall and spring of the school year. This is done in a confidential manner and the results will be included in the final report card. Parents/guardians have the responsibility to notify the school in writing if they do NOT wish their children to participate in these screenings. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

### **XIII. SAFETY AND SECURITY**

Safety of students, staff, and visitors is of the utmost importance. Therefore, safety is the responsibility of everyone and must be consistently integrated into our attitudes and daily routines. The District has partnered with the community to develop and implement an emergency management plan to ensure preparedness through ongoing training and planning. (Policy 4:170)

**A. Sex Offender** (Policy 4:175, 8:30, Procedure 4:170)

Pursuant to the *Sex Offender Community Notification Law*, Building Principals shall inform parents/guardians about the availability of information concerning sex offenders during registration and, if feasible, during parent-teacher conferences. Parents/guardians may also seek information regarding criminal offenders via the Statewide Sex Offender Database (a.k.a. Sex Offender Registry) at [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor), and the Statewide Child Murderer and Violent Offender Against Youth Database at [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/).





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

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

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

#### **B. Visitors** (Policy 8:30)

Any person coming to any District schools will be required to provide proof of identity before entering the school. Appropriate photo identification will be required.

The *School Visitation Rights Act* permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary behavioral or educational conferences at their child's school. School administrators are able to provide a letter confirming the meeting and the parent/guardian's attendance.

#### **C. Video and Audio Monitoring Systems**

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be used in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

#### **D. School Volunteers** (Policy 6:250, 8:30, Procedure 6:250)

The District welcomes parents/guardians and community members to volunteer and help with a variety of opportunities offered at the school and District level. Research shows that when parents/guardians are involved in their children's education, it results in:

- Higher grades and test scores
- Better attendance
- Higher rate of completed homework

As part of an ongoing effort to ensure the safest environment for our students, the District has joined other school districts across the country in requiring fingerprint-based criminal history records for all volunteers who will be alone with and responsible for a student or a group of students at any time during the school day or while on field trips or outdoor education trips. This procedure became effective September 1, 2012.

Once the school has determined the necessity for a fingerprint-based criminal history check, the volunteer must take the following steps to complete this **one-time** process:



1. Complete the appropriate paperwork at the District 33 Educational Service Center, 312 E. Forest Avenue, West Chicago.
2. Pay a one-time fee of \$28.25 which can be paid in the form of cash or a check made payable to West Chicago Elementary School District 33. (This fee is used to pay the Illinois State Police Bureau of Identification for completing the background check.)
3. Schedule an appointment to be fingerprinted at the West Chicago Police Department, the availability is only on Mondays from 9-11 a.m.

The fingerprint-based criminal history record reports will be sent to the Educational Service Center. The report will remain confidential with only an "approved status" sent to the school your child attends.

Please note: full background checks are not completed for adults who volunteer for District-sponsored, out-of-school family events. Although efforts are made to ensure everyone's safety at family events, parents/guardians are responsible for supervising their own children at out-of-school family events.

Volunteers are indispensable to the District. Your help is needed and appreciated. Working together we can continue to make a positive difference in the lives of our students. All this information can be found in the Volunteer Packet which can be accessed on the District website at [www.wego33.org](http://www.wego33.org) or ask your school secretary. If you have additional questions, please call your school or the Community Relations Specialist, Gina Steinbrecher, at (630) 293-6000, ext. 1201, or [steinbrecherg@wego33.org](mailto:steinbrecherg@wego33.org).

#### **E. Mandated Reporter** (Policy 5:90, Procedure 5:90, 7:150)

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

#### **F. Unsafe School-Transfer** (Policy 4:170)

A parent/guardian may request a transfer to another public school within the district. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event

The unsafe school choice option provided in state law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable at the 6-8 grade level in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or the student's parents/guardians, may request special accommodations from the building principal.

#### **G. Animals on School Property** (Policy 6:100)

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

#### **H. Invitations & Gifts**

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as



these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

**I. Treats and Snacks** (Policy 6:50, 7:285)

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to consider non-food items to celebrate a special occasion in support of the District's efforts to make the healthy choices the easy choices.

**J. Suicide and Depression Awareness and Prevention** (Policy 7:290)

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

**K. Safety Drill Procedures and Conduct** (Policy 4:170, 4:170-AP1)

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

**L. Safe2Help**

Safe2Help is a 24/7 program where students, school personnel, and members of the public can use a free app, text/phone, website (Safe2HelpIllinois.com), and other social media platforms to report school safety issues in a confidential environment. Once vetted, the tips will immediately be shared with local school officials, mental health professionals and/or local law enforcement, depending on the nature of the tip. This program is not intended to suspend, expel, or punish students. Rather, the goal is to get students to "Seek Help Before Harm." There is also a [website](#) with self-help resources and videos.

**Need to report a safety issue?**

Phone: 844-472-3345

Text: SAFE2 (72332)

Email: HELP@Safe2HelpIL.com

**XIV. STUDENT BEHAVIOR** (Policy 7:190)

Discipline is a means of fostering the growth of students toward maturity and responsibility. The educational environment of the District shall be such that the administration and teachers will demonstrate fair, just and flexible attitudes and disciplinary efforts toward all District students. Under the direction of the Superintendent or designee, school personnel shall establish, regularly review and revise, if necessary, procedures for implementing the Board's disciplinary policies.

Grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

The Board may also institute policies whereby students, parents/guardians, teachers, administrators, Board members and community people work together in recognizing and developing alternative programs for dealing with student misconduct or disobedience. Such programs may include:

1. The involvement of students in defining acceptable school behavioral standards;
2. The involvement of parents/guardians in instances where the student has repeatedly exhibited unacceptable conduct;
3. The involvement of the social agencies when their services may benefit a student's behavioral pattern;
4. Individual student counseling by classroom teachers and trained counselors
5. Psychological testing and services for students.

**A. Bullying** (Policy 6:120, 6:235, Policy 7:180, 7:310, Procedure 6:235)

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

Bullying on the basis of actual or perceived race, color, religion, national origin, military status, unfavorable discharge status from the military service, gender, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, status of being homeless, or actual or potential marital or parental status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, any other distinguishing characteristic is prohibited. No student shall be subjected to bullying:

- During any school-sponsored education program or activity;
- While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; and/or

- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or the orderly operation of a school.

### Bullying Defined

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

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

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 communication. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of materials 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.

### Parent/Guardian Support in the Fight Against Bullying

The District works hard to eliminate and resolve bullying situations. One of the biggest challenges in addressing the problem is being aware of the situation. Students who engage in bullying behavior are very good at getting away with mean and inappropriate actions. We need everyone's help in resolving the issue. Below are some examples of how to report bullying:

- Encourage the student who witnessed the behavior and/or the student who experienced the bullying behavior to confide in someone they trust, such as a staff member and/or a parent/guardian
- Call the school and report the behavior
- Email the school (go to [www.wego33.org](http://www.wego33.org) then find your school's contact information)
- Email or call the Complaint Manager: Sherri Massa, Director of Student Services [massas@wego33.org](mailto:massas@wego33.org) or 630-293-6000 ext.1212.)

**B. Prohibited Student Conduct** (Policy 7:190, Procedure 7:190 AP 5)

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to, the following:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession and other intoxicating substances.
3. Using, possessing, distributing, purchasing, or selling, or offering for sale:
  - a. Any illegal drug, controlled substance, or cannabis (including medical cannabis, marijuana and hashish).
  - b. Any anabolic steroid unless being administered in accordance with a physician or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
  - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
  - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
  - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by Board policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance or other substance that is prohibited by Board policy.
  - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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



1. Using, possessing, controlling, or transferring a weapon in violation of the “weapons” section of this policy.
2. Using or possessing an electronic paging device, using a cellular telephone, video recording, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment, or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, signal others, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitations, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission, (b) use of the device is provided in a student’s individual educational plan (IEP); (c) it is used during the students’ lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
3. Using or possessing a laser pointer unless under a staff member’s supervision and in the context of instruction.
4. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member’s directive to stop engaging in disruptive classroom behavior,, present school identification or submit to a search.
5. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
6. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff member or student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, force, noise, coercion, threats, intimidation, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
7. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time. (Policy 7:180, 7:20, Procedure 7:20 AP)
8. Teen dating violence. (Policy 7:185)
9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property. (Policy 7:170)
10. Entering school property or a school facility without proper authorization.
11. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school

- bus, or at any school activity.
12. Being absent without a recognized excuse; State law and Board policy on truancy control will be used with chronic and habitual truants.
  13. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member
  14. Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia. (Procedure 7:190 AP2)
  15. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing. (Policy 7:170, Procedure 7:190 AP1)
  16. Engaging in any activity, on or off campus, that constitutes an interference with, disrupts or adversely affects school purposes or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
  17. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school. (Policy 6.235)
  18. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or at school-related events, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior. (Policy 7:200, 7:210)

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



### **When and Where Conduct Rules Apply**

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

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. (7:190)

### **Student Dress/Appearance** (Policy 7:160)

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Students are expected to wear clothing in a neat, clean, and well fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

1. Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
2. Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
3. Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
4. Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
5. Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
6. The length of shorts or skirts must be appropriate for the school environment.
7. Appropriate footwear must be worn at all times.
8. If there is any doubt about dress and appearance, the building principal will make the final decision.
9. Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

### **C. Disciplinary Measures** (Policy 4:110, 7:190, 7:200, 7:210)

Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s)
2. Disciplinary conference
3. Withholding of privileges

4. Temporary removal from the classroom
5. Return of property or restitution for lost, stolen, or damaged property
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Out of school suspension from school and all school activities in accordance with Board policy 7:200. A student who has been suspended may also be restricted from being on school grounds and at school activities.
10. Suspension of bus riding privileges, in accordance with Board policy 7:220.
11. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed two (2) calendar years. An expelled student may be prohibited from being on school grounds.
12. Transfer to an alternative program if the student qualifies for the transfer under State law.
13. Notification of juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. Suspension and expulsion may be the available and appropriate disciplinary interventions in some circumstances where other available and appropriate interventions have been exhausted or it has been determined that there are no other available and appropriate behavioral or disciplinary interventions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm.

**D. Weapons** (Policy 7:190, 7:210)

A student who uses, possesses, controls, or transfers a weapon, or any object that can reasonably be considered, or looks like, a weapon, can be considered for expulsion for at least one calendar year. The expulsion period may, however, be modified by the Superintendent, and the Superintendent's determination



may be modified by the Board, on a case-by-case basis. In no case may the expulsion exceed 2 calendar years. A “weapon” means (1) possession, use, control, or transfer of any gun, rifle, shotgun, a weapon as defined by *Section 921 of Title 18, United States Code*, firearm as defined in *Section 1.1 of the Firearm Owners Identification Act*, or use of a weapon as defined in *Section 24-1 of the Criminal Code*, (2) any other object if used or attempted or intended to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (3) “look alike” of any weapon as defined above. Any item, such as a baseball bat, pipe, bottle, lock, stick, pencil, and pen, is considered to be a weapon if used or attempted to be used to cause bodily harm. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theater, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. A student may be sent to an IAES for up to 45 school days, regardless of whether the behavior is determined to be a manifestation of his or her disability, where he or she:

1. carries or possesses a weapon to or at school, on school premises, or to or at a school-related function;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school-related function; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school-related function

**E. Gang & Gang Activity Prohibited** (Policy 7:190, Procedure 7:190 AP2)

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

**F. Re-Engagement of Returning Students** (Policy 7:190)

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

**G. Suspension Procedures** (Policy 7:200)

Administrators are authorized to suspend students guilty of gross disobedience or misconduct from school (and all school functions) for a period not to exceed ten (10) school days. The student and/or parents/guardians shall be provided due process rights through the following procedural protections:

1. Prior to suspension, the student shall be provided oral or written notice of the charges. If the

charges are denied by the student, he/she shall be given an explanation of the evidence against him/her and an opportunity to present his/her version of the incident.

2. Prior notice and hearing as stated above may not be required and the student may be immediately suspended, when the student's presence poses a continuing danger to persons or property or an on-going threat of disruption to the educational process. In such cases, the necessary notice and hearing shall follow as soon as possible.
3. Any suspension shall be reported immediately to the student's parents/guardians. A written notice of the suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parents/guardians of their right to a review of the suspension. A copy of the notice shall be given to the Board.
4. Upon request of the parents or guardian, a hearing shall be conducted to review the suspension. The hearing shall be conducted by the Board or a hearing officer appointed by it. At the hearing, the parents or guardian of the student may appear and discuss the suspension with the Board or its hearing officer. If a hearing officer is appointed by the Board, the hearing officer's duty shall be limited to conducting an orderly hearing designed to gather information regarding the misconduct and the student's statements as to why the discipline imposed was not appropriate. He shall report to the Board a written summary of the evidence heard at the meeting. The hearing officer's suspension hearing summary report shall include basic identifying information regarding the student suspension hearing, a description of the alleged misconduct (as presented by both the administration and the student), a summary of evidence regarding the appropriate consequence (presented by both the administration and the student) and the hearing officer's findings regarding whether the student committed an act of misconduct. The hearing officer shall not comment upon the appropriateness of the suspension which shall be determined by the Board of Education. After its hearing or upon receipt of the report of the hearing officer, the Board may take such action as it finds appropriate, including upholding the suspension, modifying the suspension and/or imposing its own consequence or overturning the suspension and expunging the student's file.

#### H. Expulsion Procedures (Policy 7:210)

The Board is authorized to expel students guilty of gross disobedience or misconduct for the remainder of the school term or for a shorter period as determined by the Board. In cases involving drugs, weapons or assault on a teacher, the expulsion may be for a period of time up to two (2) years.

1. Before expulsion, the student and parents/guardians shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s). If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
2. During the expulsion hearing, the student and his or her parents/guardians may be represented by counsel, present witnesses, and other evidence and cross-examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.



**I. Physical Management** (Procedure 7:190 AP4)

Physical management may be used to protect individuals from possible personal injury and to insure the safety of others. Parents will be notified any time physical restraint is used on their child.

**J. Reporting Battery, Firearm, and Drug-Related Incidents**

In addition to disciplinary measures that may be appropriate to the offense, all incidents of battery, firearms, and drug-related incidents will be reported to the Student Incident Reporting System (SIRS).

**K. Misconduct By Students With Disabilities** (Policy 6:120, 7:230)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. The Superintendent may designate at least one staff member as a behavioral intervention consultant who shall oversee the implementation of this policy. This policy and the behavioral intervention procedures shall be furnished to the parents/guardians of all students with Individual Education Plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an Individual Education Plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual Individualized Education Plan review, a copy of this policy shall be given to the parents/guardians. The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parents/guardians.

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his or her disability. Any special education students whose gross disobedience/misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his or her disabling condition, except that such student shall continue to receive educational services in accordance with the IDEA during such period of suspension.

Any special education student who has or will exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

## XV. STUDENT RECORDS (Policy 7:340, Procedure 7:340)

As a parent or guardian of a District student, you are hereby notified, pursuant to the *Family Educational Rights and Privacy Act*, the *Illinois School Student Records Act*, and regulations issued thereunder, that the Board has enacted a Student Records Policy which incorporates your rights under these laws. Sherri Massa, at (630) 293-6000, ext. 1212, or [massas@wego33.org](mailto:massas@wego33.org).

### A. School Student Records Defined

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

The *permanent record* includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parents/guardians
2. Academic transcripts, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations, and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System
3. Attendance record
4. Health record defined by the Illinois State Board of Education as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code"
5. Record of release of permanent record information that includes each of the following:
  - a. The nature and substance of the information released
  - b. The name and signature of the official records custodian releasing such information
  - c. The name and capacity of the requesting person and the purpose for the request
  - d. The date of release
  - e. A copy of any consent to a release
6. Scores received on all State assessment tests administered at the highschool level (that is, grades 9 through 12)

The *permanent record* may include:

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

All information not required to be kept in the student's permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey

4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record
6. Health-related information, defined by the Illinois State Board of Education as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports”
7. Accident report, defined by the Illinois State Board of Education as documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement

The *temporary record* may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations (Policy 7:240, 7:300)
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records

11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

## **B. Notification of Rights Pertaining to School Student Records**

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

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

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records.

Parents/guardians or students should submit to the Building Principal a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parents/guardians or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. The District may request an additional 5 days in which to grant access. These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).

### **2. The right to request the amendment of the student's education records that the parents/guardians or eligible student believes are inaccurate, irrelevant, or improper.**

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians or eligible student when notified of the right to a hearing.

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parents/guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

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

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

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

**5. The right to prohibit the release of directory information concerning the parent's/guardian's child.**

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

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

Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs.



*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise.*

No photographs highlighting individual faces are allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent/guardian or student, as applicable; and no image on a school security video recording shall be designated as directory information.

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

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

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

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

### **C. Forwarding of Records**

District administrators will forward education records of a student on request to a school in which a student seeks or intends to enroll. No further notice of this record transfer action will be furnished. Upon request, the school will provide the parents/guardians of the student with a copy of the education records that will be transferred to the new school at the cost designated previously. You have the right, upon a transfer of records, to request the right to inspect, copy or challenge these records prior to transfer.

### **D. Student Surveys**

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

#### Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parents/guardians may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

#### Survey Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.



4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parents/guardians may:

1. Inspect the survey or evaluation upon, and within a reasonable time of their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parents/guardians exercised this option.

**Selling or Marketing Students' Personal Information Is Prohibited**

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent/guardian has consented; or (2) to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions. (Policy 7:15)

**E. Student Records Destruction**

The following is the destruction schedule of student records:

- A copy of the permanent records will be maintained by the District for sixty (60) years.
- All temporary records, including special education records, shall be destroyed no less than five (5) years from the date of the student's graduation or permanent withdrawal from school. These records may be of assistance in the future to the student or the parent/guardian.
- Prior to the destruction of these records, or the deletion of information from these records, you have the right to copy the record and information proposed to be destroyed.

Full and complete copies of the laws, rules and regulations on student records are on file with the District's Records Custodian, Sherri Massa, available at (630) 293-6000, ext. 1212, or [massas@wego33.org](mailto:massas@wego33.org)

**XVI. STUDENT PICTURES AND NAMES IN PUBLICATIONS**

Student information is collected and maintained in a manner that provides professional staff with necessary information and also protects the privacy rights of students and families. All reasonable measures are taken to prevent unauthorized access to, or the dissemination of student information. The District receives requests from the public and/or governmental entities for student information.

**A. Media Release/Photos/Art Work/Written Work, etc.**

District 33 is proud of our students and staff; therefore, we are an opt-in district. Sharing school and district news helps the community stay informed about the great things happening at our schools and in our district.

Throughout the year, District 33 regularly publicizes the accomplishments of students, staff and various programs and events through District publications, newspapers, and web-based publications. This publicity may include, but is not limited to, photos (still or video)(individual or grouped with other students, staff or adults), a child's name, art work, written work, voice, verbal statements to appear in school publicity, District



publications, videos or on the District's website and social media channels. This publicity may be used by the District in subsequent years.

No consent or notice is needed or will be given before the school/District uses pictures/videos of students taken while they are at school or school-related activities. If you would like to opt your student out, contact your school's secretary, to obtain the form and return it to the school.

#### **B. Notification of Prohibition**

Parents/guardians may prohibit the use of their child's picture or name in school related publications by completing the #D33Pride Publicity Refusal Form. Please contact the building secretary to receive a copy of this form. Unless the school receives a completed and signed #D33Pride Publicity Refusal Form, the use of photographs or videos of students and/or students' names or work in district news releases, publication, website, social media, and local newspapers, may occur.

#### **C. Pictures of Students Taken By Non-School Agencies**

While the District limits access to District buildings by outside photographers, it has no control over the news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

#### **D. Instructional Recordings**

District students are sometimes video and/or audio taped as part of classroom instruction or for assessment purposes. Teachers may also use these recordings in professional development activities and may use them in subsequent years for professional development activities.

### **XVII. PARENTAL RIGHT NOTIFICATIONS**

#### **A. Teacher Qualifications**

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the Director of Human Resources.

#### **B. Testing Transparency**

The State and District requires students to take certain standardized tests. For additional information, see handbook on page 28.



A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

### **C. Annual Report Card**

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at [www.wego33.org](http://www.wego33.org).

### **D. Parent & Family Engagement Compact**

Please refer to page 63 of this handbook.

### **E. Unsafe School Choice Option**

The unsafe school choice option allows students to transfer to another District school or a public charter school within the District under certain circumstances. For additional information, see handbook on page 42.

### **F. School Visitation Rights**

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

### **G. Complaints about Curriculum, Instructional Materials, and Programs**

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form 1



## ACKNOWLEDGEMENT

**---PLEASE RETURN TO YOUR STUDENT’S SCHOOL BY SEPTEMBER 30, 2023---**

September 2023

Parents/Guardians:

Please sign and send the form back to your child(ren) classroom teacher. The following signatures acknowledge receipt and review of the West Chicago School District 33 Parent/Student Handbook with your child. It is also an indication that you understand the rules and the consequences of the rules. Upon written or oral request, Administration will make itself available to you to clarify or otherwise discuss the Handbook. [The link to the handbook can be found here.](#) If you would like a printed copy, please reach out to your building secretary.

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<b>PARENT/GUARDIAN NAME</b>	<b>PARENT/GUARDIAN SIGNATURE</b>	<b>DATE</b>
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<b>STUDENT NAME</b>	<b>STUDENT SIGNATURE</b>	<b>DATE</b>
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**Title I – Parent and Student Engagement Compact**

District 33 administration, staff, parents and students agree that this compact encourages parents, the entire school staff, and students to share the responsibility for student academic achievement and the means by which the school, parents, and students will build and develop a partnership that will help students achieve.

This school-parent-student compact is in effect during the school year 2023-2024.

**School Responsibilities**

*(Name of school)* will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Illinois’ student academic achievement standards.
- Explain school expectations and instructional goals to students and parents.
- Provide an environment that promotes positive communication among teachers, parents, and students.
- Provide timely information about student progress.
- Hold parent-teacher conferences to discuss their annual growth projections to student’s achievement.

**Parent Responsibilities**

We, as parents, will support my children’s learning by:

- Participating in decisions relating to my children’s education.
- Ensuring my children are on time and attend school regularly.
- Providing quiet time for doing homework and home reading.
- Ensuring homework is completed.
- Staying informed about my children’s education and communicating with the school by promptly reading all notices from the school or the school district and responding in a timely manner.
- Ensuring my child has the opportunity to get a good night’s sleep.

**Student Responsibilities**

I, as a student, will share the responsibility to improve my academic achievement by:

- Going to school on time every day.
- Listening and trying to do my best work to get good grades.
- Asking for help when I need it.
- Doing my homework every day.

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School

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date