



WEST CHICAGO ELEMENTARY SCHOOLS

Together for Excellence ★ ¡Juntos por la Excelencia!

Parent-Student Handbook 2024-2025

312 East Forest Avenue, West Chicago, IL 60185

Phone: (630) 293-6000

Fax: (630) 596-2832

www.wego33.org

Message from the Superintendent

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 and in the District Office, located at 312 East Forest Ave., West Chicago, IL 60185.

The handbook is reviewed and updated annually 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 attends 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 2024-2025 school year. We are all committed to our mission of providing a foundation for excellence in learning.

Sincerely,

Kristina Davis, Ed.S
Superintendent

D33 2024-25 School Calendar

Below is a list of important dates for this school year. For more detailed calendar information visit <https://www.wego33.org/Page/2>.

**If no emergency closing days are used during the school year, the calendar may be adjusted to reflect those days not used.*

<u>SPECIAL DATES</u>	
August 26, 27, 28	NO SCHOOL - Teacher Institute Day
August 29	First Day of Classes for grades 1 - 8
August 30	First Day of Classes for Kindergarten
September 2	NO SCHOOL - Labor Day
September 4	First Day of Classes for Preschool
October 14	NO SCHOOL - Indigenous Peoples' Day
November 1	NO SCHOOL - School Improvement Day
November 5	NO SCHOOL - Election Day
November 21	Parent/Teacher Conferences (Evening Hours)
November 22	NO SCHOOL - Parent/Teacher Conferences
November 25	NO SCHOOL - Professional Development Day
November 26-29	NO SCHOOL - Thanksgiving Break
December 20	Last Day of Classes in 2024
December 23 - January 3 2025	NO SCHOOL - Winter Break
January 6	First Day of Classes in 2025
January 20	NO SCHOOL - Martin Luther King Jr. Day
February 17	NO SCHOOL - Presidents' Day/ Emergency
February 27	NO SCHOOL - School Improvement Day
February 28	NO SCHOOL - Countywide Institute Day
March 10	NO SCHOOL - Professional Development Day
March 31 - April 4	NO SCHOOL - Spring Break
April 7	NO SCHOOL - Parent/Teacher Conferences
April 18	NO SCHOOL - Non Attendance Day
May 26	NO SCHOOL - Memorial Day
June 6	NO SCHOOL - Professional Development Day
June -TBD	Middle School Commencement
June 11	Last Day of Classes for Preschool
June 12	In-Service Day - HALF DAY SCHOOL for Grades K-7, and last day of school if no emergency days are used

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References to Board Policy or School Code are indicated in parenthesis, e.g. (Board Policy 1:10)

About D33



Together for Excellence

District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 is located within the boundaries of the City of West Chicago, a small town nestled between Geneva to the West and Wheaton to the East.

District 33 serves children and families PreK through 8th grade:

- Birth to 3 program, which is a FREE Early Education Program for expecting parents and families with children under the age of three;
- One preschool
- Five elementary schools
- One middle school with 6th-8th grade.

The District's population reflects the diverse demographics of West Chicago and portions of Winfield and Wheaton, from which it draws its student enrollment.

District 33 employs 398 full-time certified staff members and 304 classified staff members throughout the eight schools and the district office. The majority of certified staff members hold advanced degrees.

While the data and demographics of our district can be found on the Illinois State Board of Education website, the true story of our district cannot be found in the numbers alone. The true story can be told by the members of the D33 family - the staff, the students, the families, and community partners.

District 33 2021-2026 Strategic Plan



**WEST CHICAGO
ELEMENTARY SCHOOLS**
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ACHIEVE

2026

*Inspire.
Empower.
Achieve.*

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District 33 Core Values

- Collaboration
- Partnerships
- Equity
- Student voice & choice
- High expectations
- Support for the whole child
- High levels of engagement
- Trusting relationships

Portrait of a Graduate

Clear communicator
Collaborator
Critical thinker & problem-solver
Empathetic

Culturally aware
Resilient
Technologically adaptable
Advocate for self & others

BOARD MEMBERS

Rita Balgeman
President

Felicia Gills
Vice President

Tom Doyle
Secretary

Phebe Balzer
Morgan Banasiak
Sandra Garcia
Chad McLean

SUPERINTENDENT

Kristina Davis, Ed.S

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA



GOAL #1

STUDENT GROWTH & ACHIEVEMENT

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

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.



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 #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.



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 #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.



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 #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.



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.

GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

Board of Education

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

Rita Balgeman
Morgan Banasiak
Tom Doyle
Chad McLean
Sandra Garcia
Felicia Gills
Janette Hernandez

President
Vice President
Secretary
Member
Member
Member
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.

District Directory

Parents are encouraged to maintain their first line of communication with the teachers, principal, and office staff at their child's school. It is important for parents to know, however, that questions and concerns may be addressed with district-wide staff, as their purpose is to support learning in our schools. Many of these staff members have offices located at the district administrative offices.

District 33 Administrative Office Information

312 East Forest Avenue, West Chicago, IL 60185

Phone: (630) 293-6000

Fax: (630) 596-2832

School Year Hours: 8:00 a.m. - 4:30 p.m., Monday - Friday

Summer Hours: 8:00 a.m. - 4:30 p.m., Monday - Thursday

www.wego33.org

Building Administration Contact Information

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
Leah Nelson, Assistant Principal
Pioneer Preschool (630) 293-6040

Anthony Hugelier, Principal
Carmela Getz, Assistant Principal
Currier (630) 293-6600

Morgan Efrom, Principal
Jennifer Dalrymple, Assistant Principal
Turner (630) 293-6050

Mark Truckenbrod, Interim Principal
Brittany Smith, Assistant Principal
Sara Gillmar, Interim Assistant Principal
Wegner (630) 293-6400

Whitnie Del Toro, Principal
Dan Guerrero, Assistant Principal
Indian Knoll (630) 293-6020

Amie Correa, Principal
Jessica Raiser, Assistant Principal
Gary (630) 293-6010

Maggie Lay, Principal
Hannah Christie, Assistant Principal
Amy Martinson, Assistant Principal
Matthew Mordini, Assistant Principal
Sam Battaglia, Assistant Director of Student Services
Megan Bartlett, Dean of Students
Stephen Rogers, Dean of Students
Kelly Reinmann, Dean of Students
Leman Middle School (630) 293-6060

Visiting District 33 (Policy 8:30)

Raptor Visitor Management System

District 33 is committed to securing all of its buildings to maintain a safe and appropriate learning environment for all of its students using the Raptor Visitor Management System. All visitors (volunteers, substitutes, and vendors) who seek access to either the district office or to a school building when school is in session shall be required to ring a bell at the front entrance and identify themselves and their purpose for visit before being granted access. Once access is granted, visitors must present photo identification for the first visit. All visitors' identification will be checked against the sex offender databases in the 50 states. If the check comes back clear, a dated ID badge will be printed for the visitor to wear for that day's visit. The sex offender database will

be automatically checked each time a visitor signs in at the office. When departing from the building all visitors will need to stop by the office to be logged out of the Raptor Visitor Management System. The ID badge must be returned prior to leaving.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and District policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board

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.

District 33 Communications

Website

Each District 33 school maintains a webpage that offers a calendar of events, the ability to email staff, and other pertinent information regarding the school and its programs. The district website can be found at www.wego33.org and contains a wealth of information about district programs, calendars, and events. It also offers access to Board of Education meeting agendas and support materials, as well as all Board Policies. Visit <https://www.wego33.org/domain/464> to view the information.

District 33 Mobile App

District 33 offers parents a free mobile app to help them stay even more connected to their child's education. With just a few taps, District 33's app enables parents to access district and school-specific news, online payments, standard scores, bus information, lunch & breakfast balances, calendar events, and more. Parents receive communications with information on how to log in to the app near the start of the school year. Parents and community members can download the app for free at any time by searching either the Apple App Store or

the Google Play Store for District 33. For questions about the app or login information, please contact Gina Steinbrecher at steinbrecherg@wego33.org or 630-293-6000.

Automated Call, Text & Email System

District 33 uses an automated call, text, and email system to notify families of school closings and other important information. This system only calls parents when it is activated by the district or an individual school. Caller ID will show the automated system calls as from the school or district's number. Please note: if you unsubscribe or opt out of any of District 33's automated calls, texts or emails, you will no longer receive any communications from District 33 to that phone number or email address.

Enrollment

Registration Information (Policy 7:100, 7:60, Procedure 7:7100)

Children who attend school in District 33 must be residents of the district or, upon the approval of the Board of Education, pay tuition. Students who are residents of District 33 shall be admitted to school in accordance with admission requirements established by law.

District 33's registration process is fully online through District 33's student information system, eSchool Plus. Families will be notified when online registration is open in the spring for the following school year and will be provided instructions for registering via email. If District 33 does not have an email address on file associated with a given student, District 33 will reach out to the student's family to ensure the student is able to be registered.

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 that 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.

District 33 reserves the right to challenge residency status. In the State of Illinois, a person who knowingly or willingly presents District 33 with false information concerning the child's residence to enable him/her/them to attend a school in the district, tuition-free, may be found guilty of a Class C Misdemeanor. If found guilty of illegal enrollment, parents/guardians, or the adult who enrolled, the student will be responsible for paying tuition.

Proof of Residency Documentation

<p>All Documents <u>Must</u> Show</p> <ol style="list-style-type: none"> 1. Name of the adult registering the student 2. Address where the child lives 3. Most recent date (within 60 days) 4. Business name and logo 5. Documents must be from different sources 	<p>New and Kindergarten Registrations</p> <p>The State of Illinois requires parents/guardians to present an original or certified copy of the birth certificate (visa or passport if the birth certificate is not available) IN-PERSON during Step 2 of the registration process.</p>
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<p>HOMEOWNER</p> <p>Two (2) Documents</p> <ul style="list-style-type: none"> ✓ One (1) document from category A ✓ One (1) document from category B 	<p>RENTER</p> <p>Two (2) Documents</p> <ul style="list-style-type: none"> ✓ One (1) document from category A ✓ One (1) document from category B
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<p>LIVING WITH A HOMEOWNER</p> <p>Three (3) Documents</p> <ul style="list-style-type: none"> • One (1) Residency Attestation Form (signed by property owner) • One (1) Document from category A (in the name of the property owner) • One (1) document from category B (in the name of the property owner) 	<p>LIVING WITH A RENTER</p> <p>Three (3) Documents</p> <ul style="list-style-type: none"> • One (1) Residency Attestation Form (signed by renter) • One (1) Document from category A (in the name of the renter) • One (1) document from category B (in the name of the renter)
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CATEGORY A DOCUMENTS	CATEGORY B DOCUMENTS	
<ul style="list-style-type: none"> • Home Deed • Mortgage Statement • Property Tax Statement • Signed Lease 	<ul style="list-style-type: none"> • Cable Bill • Car Insurance/Registration • Credit Card Statement • Electricity/Gas Bill • Bank Statement • Government Picture ID 	<ul style="list-style-type: none"> • Hospital Bill • Paycheck Stub • Phone Bill • Tax Statement • USPS Address Change Confirmation • Water/Sewer Bill

<p>FAMILIES IN TEMPORARY LIVING SITUATIONS</p> <ul style="list-style-type: none"> • Do not have a permanent residence • Are living in a shelter, hotel, campground, or similar situation • Are sharing housing with others due to loss of housing, economic hardship, or similar reason <p>Please contact the District 33 Department of Partnerships at 630-293-6000 x2214</p>

Student Intra-District Transfer Requests

District 33 adheres to the neighborhood school concept; a student's residence determines the school a student will attend. This model provides continuity for students' cognitive, social, and emotional learning while promoting balanced enrollment and efficient use of facilities. The school district recognizes, however, that extenuating circumstances may exist that may preclude a student from attending their neighborhood school. In these circumstances, the student's family may request a Student Intra-District Transfer. All families requesting a Student Intra-District Transfer request must follow appropriate procedures and adhere to the stated Transfer request guidelines.

Board Policy 7:30 stipulates that students residing with their parent(s) or legal guardian(s) living in a school attendance area shall attend that school. A Student Intra-District Transfer request is special approval for a student to enroll at a school outside of the student's designated attendance area. Student Transfer requests are not required for students attending programs of choice, such as Two-Way Dual Language at Gary or special education programming, however, requests should be submitted for siblings not attending the programs if a family wishes for their children to attend the same school.

A completed Student Intra-District Transfer Request Form must be submitted and received by the Assistant Superintendent March 1 for the following school year. A final decision will not be made until two weeks prior to the start of the school year. Paper forms can be made available by school offices upon request. All requests will be processed, and you will be notified no later than August 1st of the school year requested, with the results. Approval of your request is based on available space. Late requests may be considered if any space remains at your requested school. **Late requests will be considered as late as August 31, 2024.**

Instructions: Your child(ren) must be registered in the school of your residence (home school) and registration must be complete (including all documents, payment submitted, or pay plan set up) before you can submit the Student Inter-District Transfer request. Return your completed request to the principal's office at your home school by March 1. Approval of your request is based on available space. You will be contacted by a building principal with the final decision. **REQUESTS WILL BE PROCESSED BY August 1st. DECISIONS ARE NOT BASED ON THE ORDER OF RECEIVING THE REQUEST.** If a request is granted, the parent/guardian shall be responsible for transportation. The provisions in this section have no applicability to transfers pursuant to the Unsafe School Choice Option covered in Board policy 4:170, Safety. Homeless children shall be

Homeless Children

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 and 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 Community Partnerships, Sarah Norton, at (630) 293-6000 x 1229, or nortons@wego33.org.

Usage & Activity Fees

Instructional Material/Technology Usage Fees are due at the time of registration and are required for all students. The fees include the use of technology infrastructure, the Internet, personalized learning devices, textbooks, workbooks, a limited supply of art and music materials, athletic equipment, maps, globes, audio-visual supplies, and library materials. The fees are intended to cover normal wear and use of textbooks and learning devices. Each student is responsible for the care of his/her books and learning device. Fees do

not cover the abuse or loss of textbooks or learning devices. Damage or loss may result in a fine or replacement costs. If a student transfers to another school district during the year, a prorated amount of the instructional fees may be refunded. Minimal activity fees are also charged for electives such as band, chorus, sports, and clubs. Activity fees are due at the beginning of each activity.

Fee Waivers (Policy 4:140, 6:140, Procedure 4:140)

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parents or guardians to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

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

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:²

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

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal. Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack. Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

Insurance

The district purchases accident insurance that provides coverage for students for injuries incurred while participating in school-sponsored and/or supervised activities, including athletics. This insurance is considered to be secondary/supplemental to family health insurance. However, coverage becomes primary if the child is not covered under other accident insurance. This insurance program does not cover sickness. Parents who wish to file a claim can obtain claim forms from the school office. District 33 families also have the opportunity to purchase additional accident insurance that provides 24-hour coverage, as well as protection during weekends and vacations. Brochures/applications for the additional insurance are available in the school

offices. It is important that students promptly report all accidents that occur during the school day, going to, or coming from school, to the teacher, school nurse, or office staff.

Lunch & Breakfast Programs

Students in grades kindergarten through 8 are encouraged to eat lunch at school. Lunches may be brought from home or purchased at school. Additionally, all District 33 schools offer a breakfast program option 15-20 minutes before the start of the school day.

The district contracts with Aramark to provide its breakfast and lunch services. Students in Prek-8th grade receive a free breakfast, lunch, and a snack through the Community Eligible Provision with the United States Department of Agriculture. There is no application or paperwork required for students to receive free meals. A typical lunch will include a protein entrée, fruit and/or vegetable, or two fruits and two vegetables, two to three grains, an occasional treat, and milk. Beverages and snack items are available daily. A typical breakfast consists of grains, fruit or juice, and milk. The NSLP requires that students receive an entire meal in order to receive free or reduced pricing. This means that a student must receive the daily required meal components (entree, side(s), and milk),

Bus Transportation (Policy 4:110, 6:140)

Buses are contracted by the school district through Illinois Central Company for those students who live 1 1/2 miles or more from their assigned schools, and those residing within 1 1/2 miles of their assigned schools where a serious traffic hazard exists. Special education students are transported in accordance with state law.

Student safety is always a primary concern. Appropriate behavior is expected of all students who ride the bus. Gross disobedience or misconduct may result in the suspension of school bus privileges. The district's regular suspension procedures are used to suspend a student's privilege of riding a school bus. Video/audio equipment is installed on District 33 school buses in order to ensure safe transportation for bus riders. Questions about this practice or its policy implications should be addressed to the school principal.

Bus Conduct (Policy 7:200, 7:220, Procedure 4:170)

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.

Please see the bus safety rules below:

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks, and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings, or aisles.
3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single

file without pushing. Always use the handrail.

5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smartphones, smartwatches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something

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.

Use of Video Cameras on School Bus (Policy 7:220)

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.

Mileage Reimbursement (Policy 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.

Here Comes the Bus™ Tracking App

In partnership with our transportation provider, Illinois Central, District 33 has launched Here Comes the Bus™, a bus tracking and transportation communications app for your smartphone or desktop! The app provides:

Tracking Features

- Shows the real-time location of your child's bus on a map
- Gives scheduled and actual arrival times at home and school for bus routes
- Provides push and email notifications when the bus is near

Sign Up Instructions For Parents

- Download Here Comes the Bus app or visit herecomesthebus.com
- Click the "Sign Up" button
- Enter school code **30061** and click "Next" followed by "Confirm"
- Complete the "User Profile" box
- Under "My Students," click "Add." Enter your child's last name and student ID number
- Once you confirm your information, you're ready to begin

Parents can download Here Comes the Bus™ in the Apple App Store and the Google Play Store. For more information, and links to download the app visit <https://www.wego33.org/Page/1228>.

School Office & Student Hours

School Day Hours	Monday-Friday
Morning Preschool	8:40-11:10 a.m.
Afternoon Preschool	12:10-2:40 p.m.
Full Day Preschool	8:40-2:40 p.m.
Kindergarten-Grade 5	8:40- 3:25 p.m.
Grades 6-8	7:55-2:40 p.m.

Student Attendance (Policy 7:70)

Our attendance policy is based upon the firm belief that students are most successful when they are present in class and in school:

In accordance with Illinois compulsory attendance requirements, it is the policy of District 33 (Board Policy 7:70) that students shall attend school on a regular basis. We believe that daily attendance, timeliness to class, and preparedness and participation in class support academic success. It is the intention of our teachers to not only teach the subject matter, but also to encourage the positive attributes of regular attendance, punctuality, and participation.

District 33 recognizes three (3) categories of absences:

- Excused absences
- Unexcused absences
- Truant absences (after the 9th unexcused absence)

A valid, excused cause for absence shall be:

- Illness, including the mental or behavioral health of the student,

- Observance of a religious holiday,
- Death in the immediate family,
- Family emergency,
- Other situations beyond the control of the student (excluding vacations) or other circumstances that cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

The district requires that parent(s)/guardian(s) ensure that their children attend school regularly and notify the school of absences and the reasons for those absences. Parents must call the school office as soon as possible to inform the school of a student's absence. The attendance line of each building is available to record calls outside of school hours. Parents are requested to report absences prior to the beginning of the school day: 8:15 a.m. for morning preschool 12:30 p.m. for afternoon preschool, 8:30 a.m. for the elementary schools, and 7:30 a.m. for the middle schools. The school will make a reasonable effort to notify a parent within the first two hours of the student's school day in the event of a student's absence for which notification has not been received.

Students are expected to arrive at class on time. Medical appointments, funeral attendance, and situations beyond the control of the student as determined by the building principal are valid reasons for excused tardiness. Parents are expected to notify the school office if a student will be arriving late by writing a note, calling the office, or accompanying the student to the office to sign in.

Students who are absent, or who leave school for an illness during the day, will not be allowed to attend or participate in extracurricular activities until they have attended school.

Students who have excused absence(s) from school will be allowed to make up work for equivalent academic credit. The time allowed for makeup work will generally be one school day for every class period missed, starting with the first day the student returns to school. In extenuating circumstances, a student may ask his/her teacher or the Principal for additional time to make up work. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to get the assignments, complete them, and turn them in, and to arrange a time with the teacher to make up any missed quizzes or tests. Incomplete work or failure to do the work may result in a lowering of standard outcomes. Students whose families choose to remove them from school for extended periods of time for reasons that qualify as unexcused absences may be subject to unenrollment from District 33 during the period of absence.

Truancy is defined as absence without valid cause for one or more periods of the student's school day. Parents/guardians may be notified following 3, 5, and 9 days of absence or tardies within a school year, and a school intervention may be initiated. After the 9th school day (5% of regular attendance days) on which a student is absent without valid cause, he/she is deemed to be truant under Illinois law. Interventions to address truancy may include attendance letters, parent-teacher/administrator conferences, student counseling, and/or involvement of the DuPage County Truancy Interventionists and/or local law enforcement. No punitive action, including out-of-school suspensions, expulsions, or court action will be taken against a chronically truant student unless available support services and other school resources have been provided to the student, or offered to the student and refused. Any person who has custody or control of a child subject to compulsory attendance who knowingly or willfully permits the child to persist in truancy, if convicted, is guilty of a Class C Misdemeanor and may be subject to up to 30 days imprisonment and/or a fine up to \$1,500.

Absenteeism and Truancy (Policy 7:70)

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 6 (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 8, in the public school regardless of age. Exceptions may apply.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, subject to administrator approval, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. For more specific information, please see Board Policy 7:70 located on our website at www.wego33.org.

Student Health

When to Keep Your Child Home

To prevent any widespread illnesses in our schools, it is vital that parents keep children home from school when they are experiencing symptoms of illness. In accordance with Illinois Department of Public Health (IDPH) guidelines, students experiencing a fever of 100.4 or greater, vomiting, and or diarrhea must stay home until they are free from any of these symptoms for 24 hours without the help of medication to reduce fever, or use of an antidiarrheal medication. If your child is placed on antibiotics to treat an infection, please keep your child home until they have had antibiotic therapy for a full 24 hours. District 33 will follow IDPH COVID-19 recommendations as appropriate.

Absence Notification

Please notify the school before the start of your child's school day to report an absence. Notify the school promptly if your child has been diagnosed with or has symptoms of a communicable disease, including COVID-19, Influenza, Chickenpox, Conjunctivitis, Ringworm, Measles, Mumps, Rubella, Pertussis, Strep A, Staph Infections, etc. Please notify your child's school if your child has head lice, which is a nuisance, not a communicable disease, which requires proper care to ensure it does not spread. For more, please see the Head Lice section of this document.

All absences should be called in daily. A doctor's note may be required for re-entry to school. Parents are encouraged to confer with the school nurse regarding chronic health concerns. Children with a medical and or religious exemption to vaccinations will not be allowed to attend school if a contagion, identified by IDPH as excludable, of which the student is exempt is present in their school.

Communicable Disease or Rash

Students with communicable diseases, or undiagnosed skin rashes, will be excluded as directed by the Illinois Department of Public Health. All students with a reportable communicable disease or undiagnosed rash must have a provider's note to enter or return to school.

Head Lice

Head lice are a nuisance and are not a health hazard. The District 33 nursing team is following guidelines from the Illinois Department of Public Health (IDPH), and recommendations from the Centers for Disease Control and Prevention (CDC) for lice identification procedures and accepted treatments. Please make sure to check

other household members as well as notify close contacts of your child. District 33 no longer sends home letters informing the classroom that there is a case of lice. Outbreaks will be communicated with parents through the district/school.

The district follows the State and County Health Department guidelines regarding the treatment for lice. A student who shows evidence of active head lice *may* be excluded from school until treatment is complete. Parents will be provided with information that indicates proper treatment and what needs to be done in the home. Before returning to class, the student will be seen by the nurse to determine whether treatment has been given. Students who return to school with evidence of treatment will be allowed to re-enter school. Students will be re-inspected by the school nurse a week to ten days following the treatment. If there is evidence of live lice at that time, the process of exclusion and treatment will be repeated. District 33 will not send a communication of the presence of lice in a classroom unless there has been an identified outbreak.

Physician Notes for Illness, Injury, or Other Medical Reason

Healthcare provider notes are required for significant illness, illness-causing absences of five or more consecutive school days, frequently missed school for medically undiagnosed illnesses, significant injury, surgery, sutures/staples, sprains/strains, broken bones, head injury, and other medical reasons, such as aftercare related to medical procedure or treatment. These healthcare provider notes must indicate:

- Activity guidelines and restrictions; including guidelines for physical education/recess
- If injury, the nature of the injury
- How long the restriction is to remain in place and the date of the follow-up healthcare provider appointment
- Accommodations are required for the student to attend school safely
- Students may only use crutches in school with a healthcare provider order after meeting with the nurse to ensure safe use.

Physical Education Exemption

As required by The Illinois School Code, every student is expected to participate in the physical education program. Exemptions from physical education may be granted for up to three days at the written request of a parent or guardian. A provider's note must accompany exemptions that extend beyond three days. The school nurse may require periodic evaluations/examinations and renewals for continued exemption from physical education activities. If the child is not allowed to participate in recess or physical education, a physician's note with specific guidelines is needed (including diagnosis, length of time, and weather parameters).

Recess Restrictions

When a student has a medical exclusion for physical education, he/she will not be allowed outdoors during recess for that same period of time. This is to ensure safety and prevent further injury to the child.

Concussion/Head Injury

As required by the Illinois School Code, our district has implemented a Return to Learn and a Return to Play protocol for students with identified concussion/head injury. If your student sustains a head injury and has symptoms that concern the nurse, you will receive a call to pick up your student. A physician, physician assistant (PA), or a licensed advanced practice registered nurse note will be required for your student to return to school.

If your student is identified as having a concussion or head injury by a physician, PA or APN, they will be placed on the Return to Learn protocol once they return to school. When your student successfully completes

the Return to Learn protocol, he/she will need to be seen by their medical provider for approval to start the Return to Play protocol, which includes, PE, recess, and any interscholastic sports.

Concussions and head injuries are serious risks and can take some time to heal. It is recommended that your student follow your medical provider's direction. District 33 follows recommendations from the Center for Disease Control and Prevention, CDC, and the CanChild concussion protocols for a return to learn and play plan for your child if one is not provided by their medical provider.

School Nurse's Office

District 33 nurses are dedicated to giving each student the best care possible. They strive to work closely with parents and staff to protect each student's health. The nurse's office at each school is open daily to assist students who become ill or are injured at school during regular attendance hours. In the event of student illness, allergic reaction, head injury, or other serious issues, the nurse will contact parents immediately.

Parents are required to submit current phone numbers and emergency contact information so that parents can be reached if their child is sick or injured. Parents are also required to inform the school nurse about their child's important medical information. Parents who cannot pick up a sick or injured student must provide the phone number(s) of someone (18 or older) who can pick him/her up.

Typically, when a student visits the nurse, their issue is addressed and the student returns to class. Parents will be notified of any instance of their child visiting the nurse's office, including the treatment provided. The nurses use electronic health records and it is important that we have a frequently checked email on file to send the nurse visit information.

Administering Medicine 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. Prescription and/or over-the-counter medications, including cough drops, must be accompanied by a doctor's order written on a District 33 Medication Administration Permission form or a faxed order to District 33. Regardless of the method of the doctor's order, it must be accompanied by the parent's signature on a [District 33 Medication Administration Permission form](#).

Please note:

- Students are permitted to self-carry inhalers with a prescription label on the inhaler and a parent-signed Medication Administration Permission form, and a copy of the label and Medication Administration Permission form must be on file in the nurse's office.
- Students are permitted to self-carry epinephrine auto-injectors when the Medication Administration Permission form is signed by both the parent and provider and is kept on file in the nurse's office.
- Students are not allowed to bring in or take over-the-counter medication, including lotions, sunscreen, topical medication, cough drops, essential oils, CBD oils, acetaminophen, ibuprofen, or any other over-the-counter pain medication/fever-reducing medication without the district Medication Administration Permission form and provider and parent signatures.
- Parents/guardians must transport all medications to and from the nurse's office, with the exception of an asthma inhaler.
- No medications are permitted on school buses without a provider order/parent permission for the student to self-carry.
- Students are NOT permitted to carry medication to and from school, other than the above-mentioned asthma inhalers and epinephrine auto-injectors, with parent consent and/or required physician order.
- Parents should contact the nurse's office with regard to medication procedures.

The primary responsibility for administering medication to a student rests with that student's parent/guardian. If the student requires medication at school, the medication will be administered by a certified school nurse, a registered nurse, an administrative school employee, or a person designated by the nurse with the building administrator's approval during the school day only when necessary for the critical health and well-being of the student. Neither teachers nor other non-administrative school employees, except certified school nurses and registered nurses, shall be required to administer medication to students. Self-administration of medication by students with asthma or the use of an epinephrine auto-injector by students at risk of anaphylaxis will be permitted in accordance with The Illinois School Code and the district's procedures.

In accordance with Illinois School Code 105 ILCS 5/22-30, District 33 schools will maintain and administer albuterol inhalers to treat students who experience symptoms of respiratory distress while at school. School nurses will be trained to quickly and safely respond to respiratory emergencies and administer undesignated albuterol per the district protocol and following a standing order. While school nurses will make every effort to contact parents before giving albuterol, the law allows them to administer albuterol in an emergency without prior parental contact. Parents of asthmatic students are urged to notify the school and provide an asthma action plan from the child's doctor. Because the stock albuterol inhaler is not intended to replace a child's personal inhaler, parents of students with asthma are also encouraged to send a personal albuterol inhaler for use at school as described in the first bullet above.

District 33 has access to undesignated epinephrine to use in the event of a severe allergic reaction in accordance with the Illinois State Board of Education's Anaphylaxis Response Policy (2022), the Illinois School Code 105 ILCS 5/22-30, and according to District 33's board policy 7:285 Food Allergy Management Program. Students who present to the school nurse with symptoms consistent with severe allergy, during the regular school day and while on school premises, will be administered undesignated epinephrine per the district protocol and following a standing order. Parents/guardians will be notified and 911 will be called.

District 33 in compliance with Illinois School Code 105 ILCS 5/22-30 has Opioid Antagonist medications available in the school and District Office building. Nurses and other CPR/AED-trained personnel who have completed the mandatory training can administer this medication in the event an opioid overdose is suspected. In compliance with the law, 911 will be called and parents/guardians will be notified as soon as possible.

NOTHING IN THIS POLICY SHALL PROHIBIT ANY SCHOOL EMPLOYEE FROM PROVIDING EMERGENCY ASSISTANCE TO STUDENTS INCLUDING ADMINISTERING MEDICATION.

Health Requirements for School Attendance

The Illinois School Code requires health examinations for students entering preschool, kindergarten, and 6th grades, and initial entry of new students to the district regardless of grade level. Student exams must be dated within one year of the first day of school. The health examination includes proof of completed immunizations with dates (month, day, year), the provider's assessment of the student with the Release for PE checked, and the Health History portion of the exam completed and signed by the parent/guardian (on the front of the physical exam form).

Returning students must comply with the School Code health requirements prior to September 15 of the current school year. Physical exams must be completed within one year of the first day of school. The parent/guardian must complete the Health History portion of the physical exam form and then sign/date (on upper, back side of exam form). Failure to comply will result in exclusion from school beginning September 15 of the current school year until compliance is met. During a student's exclusion from school for noncompliance, the student's parents/guardians shall be considered in violation of The Illinois School Code and subject to penalty. (105 ILCS 5/26-10)

The Illinois School Code allows for the following exceptions:

- New students from Illinois have 30 days from the date of enrollment to show compliance.
- Out-of-state students must submit a physical exam done within the past year on a form comparable to the Illinois physical exam form. If all of the Illinois form components are not present, you will be asked to get a new exam in Illinois for your child(ren).
- Students entering the United States from another country must submit a new physical exam form within 30 days of their enrollment date, including all immunizations

Physical Examinations

Physical examinations must be performed and signed by a licensed M.D. (Medical Doctor), D.O. (Doctor of Osteopathy), or a licensed advanced practice registered nurse. Physical exam forms are available from all school offices. Please drop off physical exams at the school your child will attend when the school offices open for the school year.

Screening for lead poisoning and diabetes are included in the school health exam. Parents of children between the ages of 6 months and 6 years must provide a statement from a physician or health care provider that their child has been risk-assessed for lead poisoning before the child is admitted into a district-operated early childhood, kindergarten, or child care program. All physical exams must have diabetes screening completed by the provider, which includes a height, weight, and Body Mass Index (BMI). If the BMI is over the 85th percentile, a risk assessment is also completed by the physician.

Immunizations

The School Code requires proof of complete immunization dates (month, day, year) against Diphtheria, Pertussis, Tetanus (DPT), Polio, Measles, Mumps, and Rubella. Varicella (chickenpox vaccine) is required for all children born in and after 1997. Hepatitis B is required for entering preschool and 6th grade. HIB series is required for entering preschool. The following is a list of immunizations and physical requirements by grade:

New Students

- Physical examination (for all grades - physician signature & parent signature, date and completion of Certificate of Child Health Examination form required)
- Lead risk assessment if less than 7 years old
- Proof of immunization dates (month, day, year) as appropriate for grade level
- Dental Examination (grades kindergarten, second, sixth)
- Eye Examination (kindergarten and out-of-state students)

Preschool

- Physical examinations (physician signature & parent signature, date and completion of Certificate of Child Health Examination form required)
- DPT (basic series)
- Hepatitis B (series of three injections)
- Haemophilus influenza type b (Hib)
- Polio (basic series)
- Measles, Mumps & Rubella (MMR) after 12 months of age, and 4 years
- Lead risk assessment
- Varicella (Chickenpox vaccine) after 12 months of age, and 4 years or proof of varicella disease or immunity
- Pneumococcal vaccine (required under 5 years old)

Kindergarten

- Physical examination (physician signature & parent signature, date and completion of Certificate of Child Health Examination form required)
- Dental examination (dentist's signature required)
- Eye examination (optometrist/ophthalmologist signature required)
- DPT (basic series) plus a booster after age 4
- Polio (basic series) plus a booster after age 4
- Measles, Mumps & Rubella (MMR) after 12 months of age, and 4 years
- Varicella (chickenpox) after 12 months of age, and 4 years or proof of varicella disease or immunity
- Lead risk assessment (physician's signature required)
- Body Mass Index (if over 85 percentile - diabetes screening required)

2nd Grade

- Dental examination (dentist's signature required)

6th Grade

- Physical examination (physician signature & parent signature, date and completion of Certificate of Child Health Examination form required)
- Dental examination (dentist's signature required)
- Body Mass Index (if over 85 percentile - diabetes screening required)
- Tdap vaccine
- Hepatitis B (series of three injections)
- Meningococcal vaccine (one dose on or after 11 years)

7th Grade

- Catch up on immunizations if needed.

8th Grade

- Catch up on immunizations if needed.

Sports Physicals

- Physical examinations are required annually for students wishing to try out for interscholastic sports. Sports physicals must be dated within one year of the entire interscholastic season and submitted to the school nurse prior to tryouts. Immunizations and physicals are mandated by the state under The Illinois School Code. (105 ILCS 5/27-8.1)

Eye Exams

All students entering kindergarten and all students enrolling in an Illinois school for the first time must have an eye exam performed by an optometrist or ophthalmologist according to Public Act 95-671. The completed eye exam must be submitted to your child's school nurse on or before October 15 of the school year. The student's report card may be withheld until an eye exam, or proof that an exam is scheduled within 60 days after the October 15 deadline, is submitted. If you need assistance getting an eye doctor appointment for an exam, please contact your school nurse.

Dental Exams

All students in kindergarten, 2nd, and 6th grade are required to have a dental exam completed by a licensed dentist in accordance with the Illinois Department of Public Health rules. All dental exams must be submitted to the school nurse before May 15 of the school year. Dental exams must be dated within 18 months prior to May 15. The student's report card may be withheld until a dental exam is submitted or proof is submitted that a dental exam is scheduled within 60 days after the May 15 deadline. The dental exam requirement may be

waived for children who demonstrate undue burden or lack of access to a dentist, in accordance with the Illinois Department of Public Health. If you need assistance getting a dental appointment for an exam, please contact your school nurse.

All Kids

Parents who cannot provide the necessary school physical, immunizations, dental exam, or eye exam for their child may call All Kids at 1-866-4-ALL-KIDS (1-866-255-5437) (for TTY, call 1-877-204-1012). All Kids helps with health insurance for Illinois children and youth through age 18.

Exemptions (Board policy 7:100)

A student may be exempted from the requirements of the policy regarding health exams, immunizations, dental exams, or eye exams on religious or medical grounds. If a student’s parent/guardian objects to the health exam, immunizations, dental exam, or eye exam on religious grounds, the student may be exempted if his/her parent presents a completed Illinois Religious Exemption Form signed by the child’s healthcare provider. If the physical condition of a child is such that one or more immunizations should not be administered, the medical provider is responsible for performing the health examination and must endorse that fact on the health exam form, or a letter from the child’s provider must be submitted to the school nurse. The exemptions will be required to be updated for entry to Kindergarten and 6th grades.

Allergies/Medical Conditions

Parents are expected to notify the school of any allergies their child may have, and other physical needs their child may have. Parents/ guardians are required to complete the Health History portion of the physical examination form and sign/date when completed (on the front top of the Illinois exam form). Parents are required to provide physicians orders for medical care and medications necessary to maintain their child’s health while in school.

Interscholastic Sports Physicals

Annual physical examinations are required for students wishing to try out for, practice, or participate in interscholastic sports. Sports physical exams must be dated within one year the entire interscholastic season and submitted to the school nurse prior to tryouts. Additional examinations, including eye examinations, may be requested when deemed necessary by school authorities. All physical examinations must be performed and signed by a licensed M.D. (Medical Doctor) or D.O. (Doctor of Osteopathy) or a licensed advanced practice registered nurse. Immunizations and physicals are mandated by the state under The Illinois School Code. (105 ILCS 5/27-8.1)

Vision and Hearing Screening

District 33 students participate in vision and hearing screenings annually as mandated by IDPH. Vision screening is not a substitute for the mandated vision exams, which are required to be done by an eye doctor. Students who submit a complete eye exam report which was done within 12 months of the first day of school are not required to undergo vision screening at school. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to the local school authority. General philosophical or moral reluctance to allow hearing screening will not provide a sufficient basis for an exception to statutory requirements (Administrative Code PART 675 HEARING SCREENING SECTION 675.110 FREQUENCY OF SCREENING and PART 685 VISION SCREENING SECTION 685.110 FREQUENCY OF SCREENING).

Grade(s)	Vision Mandated	Hearing Mandated
PreK	All	All

K	Screen Without Exam	All
1	Special Ed. & New	All
2	All	All
3	Special Ed. & New	All
4-7	Special Ed. & New	Special Ed. & New
8	All	Special Ed. & New

Emergency School Closing (Policy 4:170, Procedure 4:170, 4:170 E1)

- Any school closure related to communicable diseases will be determined after collaboration with the DuPage County Health Department (DCHD).
- 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 failures 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 the 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 broadcast on most local radio and TV stations. Notification will be made to the Emergency Closing Center (ECC), www.emergencyclosingcenter.com.

A message will also be placed on the District website, www.wego33.org, the District Facebook page, [wegoD33](https://www.facebook.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.

Emergency Learning Day Plans

In the event that normally scheduled in-person school days need to be canceled temporarily for short-term purposes that arise, such as inclement weather, District 33 may employ an Emergency Learning Day. During an Emergency Learning Day, students would learn from home with guidance from District 33. Visit <https://www.wego33.org/domain/478> for more information.

Crisis Management (Policy 4:170, 4:170-AP1)

At District 33, the safety of our students and staff is our highest priority. We work in close partnership with the West Chicago police and fire departments to develop and review emergency plans, called our Crisis Management Guide, to ensure the greatest level of safety at our schools.

Each school building has an incident command team, which meets regularly to discuss, plan, and practice safety protocols for any potential crisis event. Drills are held at each school so that all students and staff know what to do in case of an emergency. The District Safety Committee comes together to share, discuss, and continually update District-wide crisis plans and protocols each month. Our buildings have been reshaped to restrict access to visitors. We are consistently reevaluating to provide the safest learning environments possible.

The District Safety Committee outlines procedures to assist building staff in dealing with crisis situations. It includes guidelines for dealing with specific situations such as a natural disaster, a bus accident, or an intruder in the building. The protocols are in place to address potential threats to the safety and well-being of students and staff. It details actions to be considered by the various roles in the school setting, including administrators, teachers, nurses, and building secretaries at each school site.

There are five standard responses to crisis situations that are practiced each year by all staff and students. Hold in Place and Teach is used in situations that require movement inside the building to stop, but teaching continues in classrooms. Secure the Building and Teach is used in situations where it is necessary to eliminate entry to or exit from the building. Run-hide-fight is used when an intruder is in the building or on school grounds. Evacuation is in response to a fire or anything that makes the building unsafe. Severe weather responses include tornadoes and earthquakes.

Safety drills will occur at times established by the school board. Students 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.

Cleaning, Sanitizing & Disinfecting Practices

In order to maintain the healthiest and safest possible learning environment, District 33 follows best practices for (and adheres to all mandates related to) cleaning, sanitizing, and disinfecting practices. At this time, additional effort will be made to follow guidance from public health organizations related to cleaning, sanitizing and disinfecting practices.

Pesticide & Herbicide Application Notification

District 33 utilizes an Integrated Pest Management (IPM) process to identify and eliminate conditions in the schools that may cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate pest problems. Regular spraying is not part of the program. The district has contracted with Anderson Pest Solutions to provide IPM services when necessary. Only approved pest control methods are used. If it becomes necessary to use pest control products other than traps or baits, notice is posted four business days prior to the application. An exception to the four-day notice may be made in the event of an immediate threat to health or property. District personnel, certified in the handling of herbicides, occasionally make application of such materials on school grounds. Every effort is made to make such applications when

school is not in session. Only approved herbicides are used. Parents and staff may request to receive written notification of all pesticide and herbicide applications by contacting the District Office at 630-293-6000 and asking to be placed on the Pesticide Notification Registry.

Asbestos Management Plan

All District 33 school buildings have been inspected for asbestos, and management plans have been written and accepted by IDPH. Copies of these plans are available upon request for the public to view by contacting the Department of Buildings and Grounds at (630) 293-6000 or the principals at the respective schools.

Curriculum, Instruction & Student Services

Curriculum & Instruction

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. (Board 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.

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.

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 numbers 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.

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.

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 on the Next Generation Science Standards.

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 outlines 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.

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).

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.

School Libraries (Policy 6:230)

Each building has a Library Media 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.

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.

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.

Instructional Coaches

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

Accelerated and Enrichment (A and E)

West Chicago Elementary 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 an Accelerated and Enrichment 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

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.

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.

Preschool

The District 33 Preschool offers a unique program that provides high-quality early learning experiences for young children, ages three through five. Consistent with District 33's philosophy, the Pioneer Preschool serves the needs of all children utilizing a developmentally appropriate approach to instruction. All students in the program have the opportunity to play and learn together in an accepting, engaging, play-based learning environment where they learn and develop through chronologically and developmentally appropriate activities. The curriculum is aligned with the Illinois Early Learning and Development Standards.

Each classroom is staffed by a licensed teacher with a Bachelor's and/or Master's degree in Early Childhood Education, Special Education, and/or English Language along with paraprofessionals to support the needs of our youngest learners. Each classroom has approximately 15-20 students and brings together children who qualify for one of three attendance options:

- Early Childhood Special Education Services
- Students Identified to be At-Risk
- Community Enrollment

Preschool Registration

Preschool Registration is held throughout the year, as openings in the program permit. Announcements regarding community screenings are made through the press, on the district website and on social media. Preschool children need to be 3 years of age by September 1 of the school year in which they wish to enroll. District 33 offers half-day preschool sessions in the morning or afternoon as well as full day options for students ready for more rigorous instruction and play opportunities. Preschool Registration is ongoing throughout the year as space permits. Please contact the Preschool at (630) 293-6040 for information.

Preschool Screening

Preschool screening is recommended for all children 33 months to 5 years of age who live within the district. Preschool screening utilizes a broad base of screening instruments that can identify children in need of further assessment/evaluation, as well as children who qualify for specific programs, such as our At-Risk program. Screening is conducted by preschool staff who assess the child's readiness, social interactions, speech and language, and fine/gross motor skills in a developmentally appropriate, play-based manner. Vision and hearing screening is also conducted. At the end of the screening, parents are informed of the results which provide an indication of the child's development and qualification for any at-risk programs. If the child needs additional evaluation to determine if specialized instruction and/or related services are warranted, parents are contacted for permission to conduct an evaluation with the Preschool Special Service Team. The team is made up of a school psychologist, social worker, preschool teacher, occupational therapist, physical therapist, speech-language pathologist, and certified school nurse, as needed.

Screenings are held each year from August through March at the District 33 Preschool. Appointments are required, will last approx 90 minutes, and may be scheduled by calling (630) 293-6040. Information will be gathered from parents/guardians via forms (online and in print) and interviews, and parents/guardians are required to attend the entire preschool screening appointment with their child.

Preschool screening complies with Illinois state law, which requires school districts to engage in child-find activities that assist in serving children with special needs.

Preschool Program: Early Childhood Special Education

The Early Childhood Special Education Program is designed for students with identified developmental delays in the areas of speech-language, motor, social-emotional, adaptive, and/or cognitive functioning. This special education service provides early intervention in each of the developmental areas for identified children ages from their third birthday through their preschool years. For requests for developmental screenings or any questions related to Early Childhood Special Education, please call the Preschool at (630) 293-6040.

Preschool Program: At-Risk

District 33 offers preschool opportunities for students who are identified as At-Risk. The program is free of charge to students who are determined to meet the criteria for enrollment. Criteria include but are not limited to academic needs, financial needs, family hardships, and personal needs. Determination of eligibility is made through the use of a parent interview and a developmental screening conducted at the Preschool. For more information or to schedule a developmental screening, please call the Preschool at (630) 293-6040.

Preschool Program: Community Enrollment

The community-based enrollment is available for children who live within the district's boundaries. Community-based enrollment is available as space permits.

Kindergarten

Kindergarten in District 33 provides students with personalized, effective and dynamic classroom instruction customized to the development of the whole child. The kindergarten learning environment fosters high self esteem, respect for others, and responsibility within a caring classroom community. Kindergarten students must be five years of age on or before September 1 of the school year in which they are enrolling. District 33 offers full-day kindergarten.

Kindergarten Registration

Kindergarten registration is held annually in late winter or early spring. Announcements regarding registration are made through schools, social media, and on the district website. Kindergarten students must be five years of age on or before September 1 of the school year in which they are enrolling.

Student Assessment

A standardized testing program is in place and assists in monitoring both student achievement and program effectiveness.

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 3–8. The Illinois Assessment of Readiness (IAR) is a computer-based assessment aligned to the Illinois 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.

Illinois Science Assessment (ISA)

The Illinois Science Assessment is taken by students in grades 5 and 8. The assessment is administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS). The test is in three sections covering life, earth and space science. It is given one time annually in the spring.

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.

ACCESS (Assessing Comprehension and Communication in English State-to-State)

ACCESS is a summative English Language proficiency state assessment administered to students who have been identified as English language learners (ELLs). It is anchored in the WIDA English Language Development Standards assessing 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 of Listening, Reading, Speaking, and Writing. Section 14C-3 of the *Illinois School Code* and Section 228.25(c) (1) and (3) of the *Illinois Administrative Code* require school districts to assess each student who has been identified as having limited English proficiency (LEP), even if the parent/guardian has refused ELL services. All identified LEP students must be assessed during the annual ACCESS examination until they achieve a "proficient" score of 4.8 overall composite. (Policy 6:160)

Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development. Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching). Preliminary scores are sent to districts in May, parents/guardians receive official results in September.

Assessment types used in D33:

Kindergarten ACCESS is a paper-based test individually administered to kindergarten students in a game-like, interactive format.

ACCESS for ELLs Online is standards-based, computer-based, and adaptively responds to student performance administered to ELLs in grades 1-12.

WIDA Alternate ACCESS (Alternate ACCESS) is a large-print, paper-based test individually administered to students in grades K-12 who are identified as English learners (ELs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELs who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency.

CogAT Test

The Cognitive Abilities 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. It is used as a part of the eligibility screening for enrichment and accelerated classes.

NWEA 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 Reading.

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.

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. All grade levels use reading and math assessments each month to measure progress with grade-level learning in core subjects. These results are reviewed by principals and teacher professional learning communities to evaluate the success of grade-level instruction. Teacher professional learning communities will also decide what progress monitoring assessments from the FastBridge system are appropriate based on the needs of individual students who are receiving additional instruction to improve academic achievement.

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, and viewers. About two weeks after the test sessions are submitted teachers will receive each student's AAPPL score description, showing what the student can do and the next strategies for progressing along the continuum.

Grading (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 not be reflected 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.

Parents and guardians will be provided information regarding how to log in to their student's grade book (Home Access Center) and can access their student's grade book at any time. When accessing the grade, parents and guardians may see a variety of types of data including formative (practice) work that does not count toward the overall standard grade as well as summative work that is counted toward the overall standard grade. The information and data put into the gradebook are there to keep track of student growth and to measure their progress toward mastery of end-of-grade level standards. All data gathered provides a picture of student growth and highlights strengths and challenges. Teachers then use this data to plan for meeting student needs; parents can use this data to know how to help or encourage their students at home; and students can use this data to be aware of their own personal progress and to create a plan for making further progress.

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.

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.

Promotion & Retention

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 on 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, and 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.

Efforts are made to identify students who may benefit from retention early on. Students are not promoted to the next grade level based solely on age or social factors. Students who demonstrate a proficiency level two or more years below their current placement are provided with additional learning opportunities as appropriate.

Homework

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: This 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.

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 includes practicing multiplication and division of 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.

Accelerated & Enrichment:

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)

Internet Use (Policy 6:235)

Student use of the Internet is a valuable educational tool when used to support the curriculum. The School Board's goal is to use the resources of the Internet in the district's instructional program, as appropriate, to increase learning and improve instruction. Students may access live Internet connections for instructional purposes. This is an educational opportunity that requires individual responsibility. Before the district permits live access, the teacher or supervising staff member must have completed in-service training in the use of the Internet with students.

Parents are presented with a copy of the complete "Acceptable Usage Agreement for District 33 Technology" policy when they register their child annually and are required to acknowledge that they have read the document and agree to its terms. This agreement remains in effect throughout the school year unless it is revoked by the parents in writing, the student leaves District 33, or the policy is revised. Failure to follow the policy's rules may result in the loss of Internet privileges and/or disciplinary measures. The district and school

codes of conduct apply to all actions taken on the Internet. Parents are legally responsible for their child's actions.

The district takes available precautions to eliminate controversial material. However, the district cannot guarantee that "filtering" software will be totally effective or that a student will not have access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. 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.

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 the 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.

Field Trips

Field trips that are an integral part of the school curriculum and contribute to the district's educational goals are encouraged. All field trips are supervised and require written parental permission. Students who do not participate in field trips are provided with supervision and alternative learning experiences.

Parental Review of Instructional Material

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

Parental Involvement (Policy 6:250, 8:30, 8:90 Procedure 6:250)

District 33 encourages parental involvement. Parents are invited to become actively involved in the organization at their school. Additional information is available through each school office.

In addition, the district works to develop collaborative relationships between students' families and school personnel and to enable parents to become active partners in education. Opportunities exist at all schools for parents to become involved in the classroom as volunteers and in advisory capacities through Building and District level committees.

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 a **one-time** process found below: Please note that this process will be changing in the fall of 2024. Information on the updated process will be available on the district website at that time.

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 or ask your school secretary. If you have additional questions, please call your school or the Asst. Director of Communications and Community Relations, Gina Steinbrecher, at (630) 293-6000, ext. 1201, or steinbrecher@wego33.org.

Student Services Overview

A variety of innovative programs and educational services are available. Each of these programs enhances students' ability to apply necessary skills to becoming lifelong learners. Student services include, but may not be limited to, the Early Childhood Special Education preschool program, special education services, home and hospitalization program, 504, and medical needs of students.

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. School psychologists provide diagnostic evaluations of individual students, facilitate individual student problem-solving, counsel students, and consult with teachers, parents/guardians, and administrators. 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 with staff in the buildings they serve.

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.

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.

Multi-Tiered Systems of Support (MTSS) (Board 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.

Reading Intervention

Classroom teachers closely monitor student performance in all areas. Kindergarten through eighth-grade students who are underachieving in the area of reading are provided additional support from core curriculum through our reading intervention programs. All elementary schools are staffed with at least one reading assistant who implements and monitors reading services aligned with and supportive of classroom instruction. The goal of the program is to increase student growth in order for all students to meet and exceed Illinois Learning Standards. Services at the middle school level are provided during Language Arts class and potentially during WIN or intervention time as well.

Math Intervention

Classroom teachers closely monitor student performance in all areas. Kindergarten through eighth-grade students who are underachieving in the area of math are provided additional support aligned to the core curriculum. At the elementary and middle school level, classroom teachers identify additional supports to be provided within the math class. This intervention is taught by a certified teacher to those students identified with deficits in the area of mathematics.

Accommodating Individuals with Disabilities (Board 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, as required under the Individuals with Disabilities Education Act (IDEA). The term “children with disabilities,” as used in this policy, means children between the 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 an opportunity for participation by the student's parents/guardians, 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 or massas@wego33.org.

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

Special Education

District 33 offers special education services for those students who have been determined eligible. Approximately 97% of the special education students in District 33 are educated in their home district. The remaining special education students are serviced through SASSED, DuPage/West Cook, or private facilities.

Eligibility and placement decisions are determined by the multidisciplinary team working with that student. Parents are members of this team for their individual child. Teams are required to make program service and placement decisions based on the individual educational needs of the child.

Services are available for those students for whom it is determined appropriate. Throughout District 33 a full continuum of services is offered for students with special education needs. Some of these services include but are not limited to:

Early Childhood Special Education

See the “Early Childhood Special Education” description in the Community Preschool Program section of this handbook for details.

Speech and Language (S&L)

Speech and language services are provided for students with an identified impairment in one or more of the following areas: articulation, voice, fluency, and/or language delay/disorder, which adversely affects their educational performance. Services are delivered in and out of the general education classrooms and are located at all District 33 schools. (Grades: Preschool-8)

Resource/Special Education Instruction

Resource services are designed for students requiring special education instruction in a core content area. This type of service can include consultation by the resource teacher to the regular classroom teacher and/or individual or small group direct instruction in or out of the general education classroom. Resource services are provided at all District 33 schools. (Grades: Preschool-8)

Related Services

Related services are supportive services that are required to assist a child with disabilities to benefit from special education services. Such services may include speech therapy, psychological services, physical and occupational therapy, social work services, and transportation. These are the related services.

1. **Counseling Services:** services provided by qualified personnel such as social workers, psychologists, or other qualified personnel.
2. **Occupational Therapy (OT):** treatment focuses on helping students with a physical, sensory, or cognitive disability be as independent as possible in all areas of their lives. OT can help kids with various needs improve cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment.
3. **Physical Therapy (PT):** is recommended for students who have been injured or who have movement problems from an illness, disease, or disability.
4. **Special Transportation:** transportation services that are required because of a child’s exceptional characteristics. (Grades: Preschool-8)

Co-Taught Special Education Services

A co-taught special education is a general education classroom in which an academic course is taught by a general education teacher and a special education teacher together. Students receiving special education services are provided instruction through inclusive practices to the greatest extent possible. In addition to inclusive practices, students may also receive direct intensive instruction individually or in small groups from the special education teacher. Co-taught classes are located in the middle school.

Self-Contained Special Education Class

A special education self-contained classroom is designed to meet the individualized educational needs of students whose disability significantly impacts their ability to participate and progress in the general education classroom. Students receive services in these classrooms when their education requires an alternative instructional method and/or curriculum in one or more academic areas. The curriculum in these classrooms

may also include functional life skills. Classrooms are located at the Preschool for preschool students, Indian KNoll, Currier, and Turner schools for grades K-5, and Leman Middle School for grades 6-8.

Low Incidence Program (Hearing, Visual, Orthopedic Impairment)

Services for students with a hearing, visual or orthopedic impairment are available in cooperation with the SASSED Itinerant Services and DuPage/West Cook Diagnostics. Students may be serviced by an itinerant teacher who comes to the child's home school or in a self-contained structure. (Grades: Preschool-8)

Medicaid Billing

If a child receives special education services and is also Medicaid eligible, school districts can seek partial reimbursement from Medicaid for IEP services or certain IEP services documented in a child's Individualized Education Plan (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services to students.

The reimbursement process requires the school district to provide Medicaid with the child's name, birth date, and Medicaid number. Federal law requires the parent's written consent to release this data to Medicaid. Only data for Medicaid-eligible students will be released. Parents can deny the district the right to release the data now or at any time in the future.

Regardless of a parent's decision, the district must continue to provide, at no cost to the parent, the services listed in the child's IEP. When considering this decision, parents should note that this program has no impact on current or future Medicaid benefits for them or their families. Under federal law, a parent's decision to participate CANNOT:

- Decrease lifetime coverage or any other public insurance benefit
- Result in the family paying for services that would otherwise be covered by Medicaid
- Increase a parent's premiums or lead to discontinuation of benefits or insurance
- Result in the loss of eligibility for home and community-based waivers

A parent's consent allows District 33 to recover a portion of the costs associated with providing health services to the child. Additional information regarding special education programs is available from the Special Education Department at (630) 539-3157 or your child's school principal.

Prioritization of Urgency of Need for Services (PUNS)

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

You may also contact the following District employee for assistance: Sherri Massa, Director of Student Services, massas@wego33.org, 630-293-6000.

Additional District 33 Programming

Acceleration

If a student has been identified by their school special services team as one who would benefit from a change of placement to meet their learning needs beyond the scope of differentiation, the following types of acceleration are offered for students in District 33.

Early Entrance to Kindergarten

Advanced children who will reach age 5 by December 1 (rather than by the typical age requirement date, September 1) may be referred for consideration for early entrance to kindergarten by their parents/guardians. This process begins by parents contacting their residential elementary building principal by February 1 to set up a meeting to discuss the Early Entrance to Kindergarten Process. Students will participate in a thorough testing and assessment process to determine if they are eligible for early entrance.

Elementary Subject Acceleration

Subject acceleration (K-7) in English/language arts and/or mathematics is available. Students who continually exceed grade level learning standards in either of these subjects may be referred for consideration by their teacher, parents, or the student him/herself. The first part of the process will involve a review of the impact of readiness-based differentiation of the regular curriculum. In cases in which it is determined that differentiation is not sufficient to meet the child's learning needs, the acceleration process can move forward.

Elementary Grade Acceleration

Whole grade acceleration is an option for students who continually exceed grade level learning standards in all core curriculum subject areas. The referral for consideration may be initiated by the teacher, parents, or student. This process will also begin with a review of the efficacy of readiness-based differentiation of the regular curriculum.

In cases of referrals for either subject or whole grade acceleration, when it is determined that differentiation may not be sufficient to meet the child's learning needs, a thorough review of the child will be conducted. Parents will be invited to meet with a member of the building Student Services Team to review the Process for Student Referral for Acceleration and to provide their consent for testing.

Middle School Subject Acceleration

Beginning in 6th grade, identified students may participate in accelerated coursework in language arts or mathematics. Trend data, state assessments, and report card standards scores will be reviewed to identify eligible students. Students will study the same topics as in the regular grade level curriculum using advanced texts and resources and participating in research-based unit projects.

English Learner (EL) Program (Board Policy 6:160)

District 33 is committed to providing a high-quality English Learner (EL) program that validates a student's native language and culture to ensure linguistic, academic, and social-cultural success in a diverse society. The identification process for potential EL students begins with student registration. School districts are required by law to identify students who may be second language learners using a home language survey which indicates the languages children speak and/or may be exposed to in their home. Within thirty days of enrollment, students are administered the Measure of Developing English Language Development (MODEL)

(kindergarten and first-semester first grade) or the WIDA screener (second-semester first grade through eighth grade) which determines eligibility into the District 33 EL program.

The Illinois School Code requires that one of two types of programs be provided for all K-12 Limited English Proficiency (LEP) students to help them reach proficiency in English. The two programs designed to assist second language learners in reaching proficiency in English are Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI).

No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code.

Any parent or legal guardian whose child has been enrolled in the EL program shall have the absolute right to refuse EL services for the child immediately by submitting a written notice of his or her desire to refuse EL services for the child to the school authorities of the school in which the child is enrolled or the school district in which the child resides. . Although the parents may refuse EL services, they may not refuse the annual ACCESS test given to monitor their English proficiency that Illinois requires us to administer until they reach English proficiency.

Transitional Bilingual Education (TBE)

A Transitional Bilingual Education (TBE) program is available when there are 20 or more EL students with a common language enrolled at one school. A licensed TBE teacher who is fluent and holds a bilingual endorsement in the native language spoken by the students must provide services for these students. Native language instruction or support, as well as ELD, are components of the program. Currently, TBE services for students whose native language is Spanish are provided for students in kindergarten through grade eight at qualifying schools.

Transitional Program of Instruction (TPI)

A Transitional Program of Instruction (TPI) or EL program is provided at each of the eight buildings (K-8). Whenever there are fewer than 20 Limited English Proficient (LEP) students of a common language at an attendance center, TPI should be designed to meet the needs of these diverse learners. Small group instruction is provided using push-in, or sometimes pull-out, models. TPI programs provide services ranging from teaching newcomers survival English to programs designed for students who are approaching proficiency in English. EL licensed staff work with these diverse learners to provide support for the teachers, support staff, and specialists who support our EL students. Parental involvement with EL students is strongly encouraged.

Dual Language Program

District 33 offers a two-way Dual Language program for students entering Kindergarten who are interested in becoming bilingual, bi-literate, and bicultural while acquiring academic competencies. The program helps students embrace and have a strong understanding of other languages and cultures. Roughly half of each of District 33's Dual Language classes consists of students who come from Spanish-speaking homes while the other half come from non-Spanish-speaking homes. The academic content taught in the Dual Language program's class meets the same rigorous standards as all other classes taught throughout District 33. All Dual Language classes are taught by a Spanish Bilingual Certified teacher who also has an endorsement in EL.

Throughout the students' time in the two-way Dual Language program, they will experience their curriculum in subjects in both English and Spanish. 50% of the instructional day is in English and 50% is in Spanish.

This program was developed by a committee of teachers, parents, and administrators who researched and examined all facets of Dual Language programming. As the Dual Language goals are achieved, this program prepares participants for college, careers, and diversity in our global society. If you are interested in entering your incoming kindergarten student into the program, or if your child is coming from a two-way Dual Language program from another district, contact District 33's Assistant Superintendent for Teaching and Learning at 630-293-6000.

Positive Behavior Interventions & Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a framework that helps District 33 establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

The principles and practices of PBIS are consistent with federal education mandates such as the Every Child Succeeds Act (ESSA 2015) and the Individuals with Disabilities Education Act of 2004 (IDEA 2004). PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention to assist schools in meeting Illinois' educational goals and mandates. As a proactive positive systems approach, all students will be provided the support and/or interventions needed to assist them in achieving social emotional and academic success. Interventions for a student are determined based on district and building data decision rules.

Safe2Help Offers Chance to Seek Help Before Harm

Safe2Help Illinois 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

Or download the appropriate app:



Student Conduct and Rights

Student Behavior (Board Policy 7:190)

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

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

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, vaping or any non-medical inhalant devices.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis-infused product under Ashley's Law).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician 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 unless the student is authorized to be administered a medical cannabis-infused product under Ashley's Law.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant

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

- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
 10. 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.
 11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
 12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.

13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (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.
15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
16. 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.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an 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.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

Due Process

Before receiving disciplinary action under this policy, the student shall be notified of the wrongful nature of the alleged conduct, and given the opportunity to deny or explain his or her conduct. In taking any disciplinary action under this policy, including the expulsion of students, the District shall follow procedures required by state and federal law, and Board policy.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage

students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. The school administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies. Law enforcement agencies *may* issue a citation or impose community service alternatives in lieu of issuing a municipal citation. Law enforcement agencies and District 33 work in partnership to provide a safe learning environment for all students and issuing citations is often the last course of action.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the preschool program(s).

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

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430ILCS65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in 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.

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

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. School grounds include modes of transportation to school activities and any public way within 1000 feet of the school, as well as the school property itself.

Delegation of Authority (Board policy 7:190)

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with

respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property.

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

Restorative Practices

Restorative Practices are philosophies and approaches to discipline, which District 33 uses in conjunction with logical consequences, that move away from punishment toward restoring a sense of harmony and well-being for all those affected by a hurtful act. They provide families, schools, and communities a way to ensure accountability and focus on reconnecting severed relationships and re-empowering individuals by holding them responsible.

When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing. Restorative Practices are gaining local, statewide, and national momentum in criminal justice, K-12 schools and community settings.

At District 33 schools, this means a focus on strengthening our classroom and school community at a grassroots level. Students and staff share a common language for talking about everyday conflicts that arise in a school setting and learn ways to address these issues as a team. We encourage the use of these restorative questions at home, as well.

Restorative Questions for those who have been harmed:

- What did you think and feel when you realized what had happened?
- How did this impact you and others?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Questions to help Take Responsibility and Repair Harm for those who have harmed others:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you have done? How?
- What can you do to try to make things right?

Restorative Practices represent a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. By applying restorative measures in schools, school personnel have another tool to use with children and youth to repair harm and teach problem-solving skills.

Restorative Practices guide teachers to teach children self-control through an understanding of personal needs, the use of problem-solving skills, and an expectation that children and adults can make amends – restitution – for the harm that they cause.

An offending student is given the opportunity to participate in a restorative process as a means of making things right for victims and the school community. Restorative approaches may be used either in place of

traditional discipline (detention, suspension, expulsion...) or as a re-entry tool upon re-entry from traditional discipline practices.

Students and families will be asked to participate in a restorative discipline conference to work together on a restorative disciplinary plan. This plan will be developed with the student, family and school personnel with a focus on restoration to self and family, those harmed, and the school community. When students are unwilling to participate in the Restorative Practices process, potential disciplinary measures described in the previous section may be used.

Prevention of and Response to Bullying, Intimidation & Harassment

(Board Policy 7:180)

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 goals.

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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 orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

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

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

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

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

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

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district-named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Sarah Burnett- Director for Human Resources
312 E Forest Avenue, West Chicago, IL
burnetts@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

Fred Cadena - Director of Facilities and Grounds
312 E Forest Avenue, West Chicago, IL
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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) bullying, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students,

and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and policy 2:240, Board Policy Development, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

- The frequency of victimization;
- Student, staff, and family observations of safety at school;
- Identification of school areas where bullying occurs;
- The types of bullying utilized; and
- Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following: an updated version of the policy with the amendment/modification date included in the reference portion of the policy; if no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or a signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary. The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30. The District's bullying prevention plan must be consistent with other Board policies.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
 - 2:265, Title IX Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to (1) support of education and/or research, or (2) a legitimate business use.
 - 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school-sponsored activities, and in vehicles used for school-provided transportation.
 - 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - 7:310, Restrictions on Publications; Elementary Schools. This policy prohibits students from and provides consequences for (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes a substantial disruption to school operations or interferes with the rights of other students or staff members. (Board Policy 7:180)

Alcohol and Drug-Free Schools (Board Policy 7:190)

District 33 strives to provide a safe, healthy, and productive educational environment for all students. It is Board policy that all school property and school programs be free from alcohol, tobacco, controlled substances, cannabis and cannabis-derived compounds, and illicit drugs (including illicit synthetic drugs). Age-appropriate instruction is provided each year to all students in the effective methods for prevention and avoidance of drug and substance abuse. Violation of these prohibitions will result in disciplinary action in accordance with applicable provisions of The Illinois School Code and Board policy.

Discipline of Special Education Students (Board Policy 7:230)

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

Equal Educational Opportunities

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

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation (Board Policy 7:10)

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

Nondiscrimination Coordinator:

Sarah Burnett- Director for Human Resources
312 E Forest Avenue, West Chicago, IL
burnetts@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

Fred Cadena - Director of Facilities and Grounds
312 E Forest Avenue, West Chicago, IL
cadenaf@wego33.org
630-293-6000

Student Appearance (Board 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 District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the Student Handbook(s).

Cellular Telephones & Electronic Communication Devices

It is the responsibility of parents and teachers to partner and teach students to become ethical, effective, and responsible digital citizens. It is recommended that students and parents carefully weigh the choice of whether or not to bring personal mobile phones and other electronic communication devices to school. They can be disruptive to the learning environment, may create discipline problems, and are frequently damaged, lost, or stolen. If students do bring mobile phones or other electronic communication devices to school, parents and guardians are required to assist the school with the following policy guidelines.

Use of Mobile Phones and Electronic Communication Devices at School

1. Mobile phones and other electronic communication devices must be turned off during classroom instruction time unless otherwise directed by the student's classroom teacher.
2. Mobile phones and other electronic communication devices may not be used in any manner that interferes with or is disruptive to, educational or extracurricular activities or events.
3. Mobile phones and other electronic devices are not to be used in school hallways during passing periods unless directed by the building administration.
4. Mobile phones and other electronic communication devices are not to be brought into locker rooms or used in locker rooms or bathrooms.
5. Mobile phones and other electronic communication devices should not be used to photograph or film others unless it is teacher supervised and part of an instructional lesson.
6. As a reminder to parents in case of an emergency, the main office is the appropriate point of contact to ensure that your child is reached quickly and assisted in an appropriate way.
7. Mobile phones and other electronic devices may not be used to conduct any activities that violate Board policy, school rules, and State or federal law.

Care for Mobile Phones and Electronic Communication Devices

1. Students who bring mobile phones or other electronic communication devices to school are solely responsible for the safety and security of those devices.
2. The school accepts no responsibility for mobile phones or other electronic communication devices that are lost, damaged, or stolen at school or while traveling to and from school.

Process for Violation of This Policy

Students who violate the rules for the use of mobile phones and other electronic devices set forth above may face corrective action as described in the Student Handbook.

The Superintendent or designee may direct the School Principal to authorize the use of a mobile telephone or electronic communication device by a student on school premises where such use is necessitated by a

medical condition or other special circumstance, providing the District has received a prior written request for such use from the parent or guardian of the student.

Media Authorization

Students in District 33 may be photographed and/or videotaped at school. Photos and videos become teaching and communication tools within the school and community. They may be used for educational purposes in District 33 newsletters/webpages, associated social media accounts including Facebook and Twitter, on local cable access programming related to the district, or shared with the news media to communicate school events. Full student names are not used on the District 33 internet website. In addition, the press and media periodically take photos of students to publicize school activities and events. The district provides parents of new students with information on Media Authorization on the registration instruction sheet at the time of registration. Parents indicate their acceptance by initialing the registration Student Information Sheet. Authorization or lack of it is kept on file as long as the student is enrolled in District 33 schools. Parents may change the Media Authorization for their child at any time by submitting the change in writing to the child's school.

Search & Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" include 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 the 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, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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.

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 (Board Policy 7:140)

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.

Suspension Procedures

The Superintendent, Principals, and Assistant Principals are authorized to suspend students guilty of gross disobedience or misconduct reasonably related to school or school activities. The Superintendent, Principals, and Assistant Principals are also authorized to suspend students who are guilty of gross disobedience or misconduct on the school bus from riding the school bus.

In-School Suspension

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

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

Out-of-School-Suspension (Board Policy 7:200)

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - A. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;

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

Expulsion Procedures (Board Policy 7:210)

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

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

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

Sex Offender Notification (Board Policy 4:175)

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

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal. In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Information regarding registered sex offenders (including identification, address, and offense information) is available to the public via the Statewide Offender Database (www.isp.state.il.us/sor), or through the Illinois Department of State Police and local law enforcement offices. This notice is provided in accordance with the requirements of State law.

Harassment of Students Prohibited

No person, including a School 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 the 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 name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatening 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 (Title IX)

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See policies 2:265, Title IX Grievance Procedure, and 2:260, Uniform Grievance Procedure.

A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex, stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered reports under Board Policy 2:260, Uniform Grievance Procedure, and/or Board Policy 2:265, Title IX Grievance Procedure. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Sarah Burnett- Director for Human Resources
312 E Forest Avenue, West Chicago, IL
burnetts@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

Fred Cadena - Director of Facilities and Grounds
312 E Forest Avenue, West Chicago, IL
cadenaf@wego33.org
630-293-6000

The Superintendent shall also use reasonable measures to inform staff members and students by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy is in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2:265, Title IX Grievance Procedure, should be initiated.

For any other alleged student harassment that does not require action under policy 2:265, Title IX Grievance Procedure, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2:260, Uniform Grievance Procedure, and/or 7:190, Student Behavior, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An alleged incident of sexual abuse is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, Abused and Neglected Child Reporting. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, Title IX Grievance Procedure, or policy 2:260, Uniform Grievance Procedure.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, Uniform Grievance Procedure, and 2:265, Title IX Grievance Procedure). Students should

report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. (Board Policy 7:20)

Teen Dating Violence Prohibited (Board Policy 7:185)

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - A. 2:260, Uniform Grievance Procedure. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - B. 2:265, Title IX Grievance Procedure. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - C. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - D. 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - A. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - B. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager identified in policy 7:20, Harassment of Students Prohibited.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, Curriculum Content. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy. (Board Policy 7:185)

Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, Title IX Grievance Procedure
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2:265, Title IX Grievance Procedure)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, Workplace Harassment Prohibited, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Complaint Managers:

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

Fred Cadena - Director of Facilities and Grounds
312 E Forest Avenue, West Chicago, IL
cadenaf@wego33.org
630-293-6000

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints. If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision & Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers. (Board Policy 2:260)

Nondiscrimination Coordinator:

Sarah Burnett- Director for Human Resources
312 E Forest Avenue, West Chicago, IL
burnetts@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

Fred Cadena - Director of Facilities and Grounds
312 E Forest Avenue, West Chicago, IL
cadenaf@wego33.org
630-293-6000

Title IX Sexual Harassment Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or

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

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

Definitions from 34 C.F.R. §106.30

- Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- Education program or activity includes locations, events, or circumstances where the District has substantial control over both the Respondent and the context in which alleged sexual harassment occurs.
- Formal Title IX Sexual Harassment Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation.
- Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.
- Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, Curriculum Content, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.
2. Incorporates education and training for school staff pursuant to policy 5:100, Staff Development Program, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

Title IX Coordinator:
Sarah Burnett- Director for Human Resources
312 E Forest Avenue, West Chicago, IL
burnetts@wego33.org
630-293-6000

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the Complainant's wishes with respect to supportive measures, (3) inform the Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, Uniform Grievance Procedure; 5:20, Workplace Harassment Prohibited; 5:90, Abused and Neglected Child Reporting; 5:120, Employee Ethics; Conduct; and Conflict of Interest; 7:20, Harassment of Students Prohibited; 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment; 7:185, Teen Dating Violence Prohibited; and 7:190, Student Behavior, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a Respondent.
2. Require an objective evaluation of all relevant evidence - including both inculpatory and exculpatory evidence - and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - A. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent.
 - B. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the preponderance of evidence standard.
10. Include the procedures and permissible bases for the Complainant and Respondent to appeal.
11. Describe the range of supportive measures available to Complainants and Respondents.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action. This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, Uniform Grievance Procedure.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students. (Board Policy 2:265)

Suicide & Depression Awareness and Prevention

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

Suicide and Depression Awareness and Prevention Program

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

1. Protocols for administering youth suicide awareness and prevention education to students and staff.

- A. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - B. For staff, implementation will incorporate Board policy 5:100, Staff Development Program, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - A. The training required by 105 ILCS 5/10-22.39 for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - B. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - A. 6:65, Student Social and Emotional Development, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - B. 6:120, Education of Children with Disabilities, implementing special education requirements for the District;
 - C. 6:140, Education of Homeless Children, implementing provision of District services to students who are homeless;
 - D. 6:270, Guidance and Counseling Program, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - E. 7:10, Equal Educational Opportunities, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - F. 7:50, School Admissions and Student Transfers To and From Non-District Schools, implementing State law requirements related to students who are in foster care;
 - G. 7:250, Student Support Services, implementing the Children's Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - H. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, Student Support Services.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, Guidance and Counseling Program, and Board policy 7:250, Student Support Services, in addition to other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Monitoring

The Board will review and update this policy pursuant to Ann Marie's Law and Board policy 2:240: Board Policy Development.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation (Board Policy 7:290)

This policy shall be implemented in a manner consistent with State and federal laws, including the Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq. The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not 7:290 replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body. (Board Policy 7:290)

Student Records (Board Policy 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 that incorporates your rights under these laws. Sherri Massa, at (630) 293-6000, or massas@wego33.org.

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 records are 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 high school 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's *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, is 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 the injury, days lost, cause of injury, location of the 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

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 records. Students 18 years of age or older have access and copyrights 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 students 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.

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 does receive requests from the public and/or governmental entities for student information and 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
		Parent/guardian names, addresses, email, and phone

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

A. 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.

B. 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)

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

Use of Educational Technologies; Student Data Privacy & Security

Educational technologies used in the District shall further the objectives of the District's educational program, as set forth in Board Policy 6:10, Educational Philosophy and Objectives, align with the curriculum criteria in Policy 6:40, Curriculum Development, and/or support efficient District operations. The Superintendent shall ensure that the use of educational technologies in the District meets the above criteria.

The District and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

Federal and State law govern the protection of student data, including school student records and/or covered information. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students, and staff.

Definitions

- Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.
- Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.
- Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Operator Contracts

The Superintendent or designee designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy 4:60, Purchases and Contracts, and shall include any specific provisions required by State law.

Security Standards (Board Policy 7:345)

The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the District receives notice from an operator of a breach or has determined a breach has occurred, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law. (Board Policy 7:345)

Video Surveillance Monitoring

The Board authorizes the use of video surveillance cameras in the public areas of district property for security purposes to ensure the health, welfare and safety of all students, staff, and visitors to district property, and to safeguard district facilities and equipment. An additional purpose is to provide a deterrent value to students or others who would be less likely to commit acts of violence or vandalism if they know their actions could be preserved at any hour of the day or night.

Video cameras will be used in areas of the schools where there is no reasonable expectation of privacy, which may include hallways, lunchrooms, gymnasiums, administrative offices, parking lots, and exits and entrances. Video cameras will not be used in washrooms, locker rooms, or changing areas. The District will notify students through its handbooks that video camera surveillance may occur on district property, and signs will be placed on district property where video recording may occur indicating that video cameras may be used for safety and security reasons.

Students may be disciplined based on whole or in part on video evidence of misconduct and, if appropriate, referred to law enforcement agencies on the basis of such evidence. Tampering with the video cameras is prohibited. Tampering will subject violators to discipline under Board Policy 7:190 Student Behavior, possible criminal prosecution, and reimbursement for necessary repairs or replacement.

Video recordings are not regularly maintained by the District as student records, except when used as evidence in an internal disciplinary proceeding or for other good reason as determined by the Superintendent. Moreover, video recordings are not regularly maintained by the District as public records and shall not be available for viewing by the public, employees of the District in general, the media, or other individuals. Access to such videotapes shall be limited as follows:

1. School and district administrators and the Board of Education shall be authorized to view the video recording for the purposes of investigating and/or documenting disciplinary problems of the student and determining which student(s) may be involved.
2. A student subject to discipline based on activities recorded on video, and/or the student's parent(s) or guardian(s), may view the segment of the recording that documents the incident for which the student is being disciplined, if the video is to be used as evidence in a disciplinary hearing. Such access is subject to compliance with applicable state and federal laws related to student record maintenance and retention, as provided in the Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
3. The Principal or Superintendent may authorize other school and/or district personnel, such as a teacher, school psychologist, or social worker, to view segments of a recording, if such personnel have a demonstrable educational or administrative interest in the recording.
4. If permitted or mandated by law or court order, the Superintendent is authorized to show a recording to other government agencies, including law enforcement agencies or the Department of Children and Family Services.

Notice of Parent Rights: Student Covered Information

Under the Illinois Student Online Personal Protection Act (SOPPA), you have the right to review your child's covered information. Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly accessible and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service, or application; (2) created by or provided to an operator by an employer or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application. Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes. Under SOPPA, you have a right to:

1. Request to inspect and review your child's covered information, whether it is maintained by the District, the Ill. State Board of Education (ISBE), or an operator.
 - a. The District will provide you with the opportunity to inspect and review your child's covered information within the timeframe prescribed by State rules.
 - b. If the covered information requested includes data on other students, your access will be limited to the covered information relevant to your child.
 - c. If the covered information you request includes your child's school student records, the District will permit you to inspect and review any school student records of your child in accordance with the District's procedures for student records requests. See Policy 7:340 Student Records.
2. Request a copy of your child's covered information, in electronic or paper form.
 - a. The District will provide the copy to you within the timeframe prescribed by State rules.
 - b. If you request an electronic copy, the District will provide you the copy in an electronic format, unless the District does not maintain the information in an electronic format and reproducing it in an electronic format would be unduly burdensome to the District.
 - c. If you request a paper copy, the District will charge you the reasonable cost of copying in the amount authorized by State rules. However, you will not be denied a copy if you have an inability to pay.
 - d. You are limited to the number and frequency of copying requests provided by State rules.
 - e. If the covered information you request includes your child's school student records, the District will provide a copy of your child's school student records to you in accordance with the District's procedures for student records requests. See Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records.
3. Request corrections to factual inaccuracies contained in your child's covered information. Upon receipt of a request, the District will take the following steps:
 - a. The District will review your request and determine if the factual inaccuracy exists.
 - b. If the District determines that a factual inaccuracy exists, and the District maintains or possesses the covered information, it will correct the inaccuracy and confirm the correction with you within 90 calendar days after receiving your request.
 - c. If the District determines that a factual inaccuracy exists and an operator or ISBE maintains the information, the District will notify the operator or ISBE of the factual inaccuracy and the correction to be made. The operator or ISBE is required to confirm the correction with the District within 90 calendar days after it receives the District's notice. The District will then confirm the correction with you within 10 business days after it receives the confirmation of the correction from the operator or ISBE.
 - d. If the covered information you are requesting be corrected includes your child's school student records, the District will follow its procedures for amendment of student records with respect to those school student records. See Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records.

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

Protection of Pupil Rights (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the district's conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: Political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of Any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under State law; Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use: Protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; instructional material used as part of the education curriculum.

District 33 will notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in: Collection, disclosure, or use of personal information for marketing, sales, or other distribution; administration of any protected information survey not funded in whole or in part by the Department of Education; any non-emergency, invasive physical examination screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.



ACKNOWLEDGEMENT

---PLEASE RETURN TO YOUR STUDENT'S SCHOOL BY SEPTEMBER 30, 2024---

September 2024

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.

PARENT/GUARDIAN NAME

PARENT/GUARDIAN SIGNATURE

DATE

STUDENT NAME

STUDENT SIGNATURE

DATE



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 2024-2025.

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 for student 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.

School

Parent

Date

Student

Date