Roselle School District 12
Student Handbook
2025-2026

Vision, Mission, Core Beliefs

Vision Statement

The vision of Roselle District 12 is to prepare students to ethically engage in our global society.

Mission Statement

The mission of Roselle District 12 is to provide explicit instruction and authentic experiences so that students develop the social, emotional, academic, and life skills critical for success:

- adaptability to change
- confident and compassionate collaboration
- critical thinking and problem-solving
- communication
- creativity
- digital competency
- executive functioning: organization, time management, and goal-setting

In Roselle District 12, we believe:

- all students are OUR students
- everyone in D12 must learn and grow
- school must be a safe space for everyone where we prioritize relationships and connections
- all students deserve to be prepared for limitless opportunities
- decisions are made based on the needs of students

Roselle D12 Student Handbook

(Code of Conduct, Proactive Discipline Plan & School Information)

Updated 8/2022

This handbook provides a summary of Board policies. The full Board Policy Manual is available on the District 12 website at: www.sd12.org. Handbook contents may be amended during the year without notice.

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Relevant Board policies may be found on the following pages:

Bullying- page 7
Harassment- page 11
Student Discipline-page 48
Sexual Harassment- page 21

Important Information and Notifications for Parents/Guardians at
Roselle Middle School

School Information:

- First bell rings at 7:40 a.m. (students admitted to the building)
- Students arriving after 7:40 a.m., are considered tardy (unexcused) unless they have been called in or signed in by a parent/guardian
- Attendance line **630-529-1600** (please leave a message on the attendance line to report absences or tardies before 8:00 a.m. State your child's name along with a reason for the absence or tardy
- If it is necessary to speak to someone prior to 8:00 a.m., please call **630-671-2940 or 2941**
- After 8:00 a.m., the main school phone number will be available at **630-529-1600**
- Students are not to be on campus prior to 7:30. There is no supervision on duty prior to this time
- Students should leave the school building and school grounds at 2:50 p.m., unless participating in an after school activity
- Students must walk their bikes, skateboards, etc., while on the school campus
- Food or drink is not allowed on school grounds unless approved for a school sponsored activity

After School and Evening Activities
Parents should promptly pick up their students following after school or evening activities. Please check with your student prior to each activity to be sure of the pick up time. Students who were not in attendance during the school day due to illness, out-of-school suspension, or expulsion may NOT attend after school or evening activities; either as a participant or a spectator.

If a student misbehaves at an afterschool or evening activity, they may lose their privilege to participate at the next activity. An administrator will notify the student and the parent as soon as possible following the incident.

Supervision at Away Games
Students who wish to attend away games as a spectator must be accompanied by an adult who remains onsite for the duration of the game.

Important Information and Notifications for Parents/Guardians at

Spring Hills School

School Information:

- Main Entrance opens at 8:15 a.m. (students admitted to the building)
- School starts at 8:30 a.m.
- Students arriving after 8:30 a.m., are considered tardy (unexcused) unless they have been called in or signed in by a parent/guardian
- Attendance line **630-529-1883** (please leave a message on the attendance line to report absences or tardies before 9:00 a.m. State your child's name along with a reason for the absence or tardy
- Office hours are 8:15 a.m. to 4:15 p.m.
- Students are not to be on campus prior to 8:15 a.m. There is no supervision on duty prior to this time
- Students should leave the school building and school grounds at 3:30 p.m., unless participating in an after school activity
- Students must walk their bikes, skateboards, etc., while on the school campus
- Food or drink is not allowed on school grounds unless approved for a school sponsored activity

General Information Applying to Both Roselle Middle School and Spring Hills School

After School and Evening Activities

Parents should promptly pick up their students following after school or evening activities. Please check with your student prior to each activity to be sure of the pick up time. Students who were not in attendance during the school day due to illness, out-of-school suspension or expulsion may NOT attend after school or evening activities; either as a participant or a spectator.

If a student misbehaves at an afterschool or evening activity, they may lose their privilege to participate at the next activity. An administrator will notify the student and the parent as soon as possible following the incident.

Asbestos Management Plan

District 12's Asbestos Inspection Report and Management Plan is available at the District 12 Administration Center.

Attendance Board Policy 7:70

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. The parent/guardian must also provide at least one but not more than two telephone numbers at which the parent/guardian may be reached by the school regarding absence notification. Absence from school is excused for illness, death in the immediate family, family emergencies, observance of a religious holiday, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Students who are absent from school due to observance of a religious holiday are to be given equal opportunity to make up any school work requirements, including exams, missed due to the absence. Dental and routine doctor appointments should be arranged during non-school hours and vacation days whenever possible. If it is absolutely necessary to schedule an appointment during school hours, the student is responsible for completing any missed work. The student must take the initiative to contact the teacher for the missed work and return the completed work within the limit set by the teacher. Vacations are not considered excused absences, and the teacher is not expected to prepare work and/or assignments prior to a student missing school due to a planned vacation.

When attendance falls below 90%, interventions may be implemented to help the student avoid absences.

Audio/Video Recording on the Bus

Electronic visual and audio recordings may be used to monitor conduct and to promote and maintain a safe environment on the school bus. Students who damage the bus, including tampering with electronic recording devices on the bus, will be responsible for the cost of any necessary repairs or replacement and may be subject to discipline. The District's bus conduct policy is set forth in Board Policy 7:220

Bilingual Education
Parents will be provided with notification no later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a program in transitional bilingual education. The written notice must be in English and in the language of the child's primary speaking ability unless the parent waived the right to receive information in the primary language upon registration.

Birth Certificates
Please note that parents/guardians or the person enrolling a student must provide a certified copy of the child's birth certificate within 30 days.

Bullying Policy
The District 12 Board of Education has adopted a policy on Bullying. The policy may be viewed by going to the following link: Bullying Policy. Please refer to Level 2 Acts of Misconduct for more information.

Bullying Policy 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment

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 a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;

2. Causing a substantially detrimental effect on the student's or students' physical or mental health;

3. Substantially interfering with the student's or students' academic performance, or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying 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. Cyber-bullying 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. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means 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, and (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.

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 guidance counselors, 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 following requirements:

1. Using the definition of bullying as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending

or acknowledging students for demonstrating appropriate behavior.

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 District 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 Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:
Dr. Mary Henderson
100 E. Walnut Street Roselle, IL 60172 mhenderson@sd12.org
630.529.2091

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students 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:

a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.

b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.

d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the 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 act 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, which 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. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

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, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan must be 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 Internet 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 also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

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

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy 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.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

a. 2:260 Uniform Grievance Procedure. A student may use this policy to complain about bullying.

b. 6:60, Curriculum Content.. Bullying prevention and character instruction is provided in all grades in accordance with State law.

c. 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.

d. 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.

e. 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).

f. 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.

g. 7:190, Student Discipline. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

h. 7:310, Restrictions on Publications. 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 substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:405 ILCS 49/, Children's Mental Health Act.105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.

23 Ill. Admin. Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline),7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

REVIEWED: August 22, 2023

Bullying Prevention

District 12 takes a proactive approach to bullying by providing direct instruction to students using the Second Step Curriculum along with other resources provided through the social worker. Expected behaviors are directly taught to students at the beginning of the year and throughout the year. Starting in 2016-2017, we will be engaging parents to a greater degree by involving them directly in the resolution/restorative conversations and meetings.

Concussions and Head Injuries

The District 12 Board of Education has adopted a policy on Concussions and Head Injuries. Please note that a student may not participate in an interscholastic athletic activity during a school year until the student's parents/guardian has signed and submitted the pre- participation acknowledgement and consent form. Additional resources and information regarding Concussion Protocols and Head Injuries will also be available on the District 12 website.

Detentions

RMS:

After school detentions are held on Tuesday and Thursday in the Detention Center, after school until 4:00 p.m. A parent signature on the Disciplinary Option Form is necessary in order for the student to remain after school and serve the detention. Parents are responsible for arranging for transportation after a detention.

Deficiency Report to Parents

RMS:

The classroom teacher sends a Deficiency Report home to parents or the Principal to indicate a particular problem the child may be having in a class. The report will indicate the class and the reason why the teacher feels the problem exists. If parents would like additional information or to discuss the Deficiency Report, they may call the school to arrange an appointment with the teacher.

Dental Examination

Students entering kindergarten, Grade 2, and Grade 6 must have a dental examination and submit proof of such examination by May 15th of each school year. The dental examination must have taken place within 18 months prior to May 15th of the school year. Parents/guardians may obtain a waiver of this requirement for students who show an undue burden or lack of access to a dentist. The Illinois Department of Public Health waiver form must accompany the notice and must be submitted by May 15th of the school year.

Disability Accommodation

District 12 will accommodate individuals with disabilities, including at parent-teacher conferences, school programs, and school board meetings. To notify the school of needed accommodations, please contact the building principal:
Roselle Middle School-Mr. Nate Molby
Spring Hills Elementary-Ms. Karen Petelle

For Board of Education meetings, please contact the Superintendent, Dr. Mary Henderson

Discipline Referrals

When a behavior cannot be appropriately managed at the classroom level (level 1), the teacher or staff member may issue a discipline referral. The referral is typically made to the principal or social worker. Discipline referrals are one form of data collected regarding student behavior and discipline. Please refer to the D12 levels one through four acts of misconduct.

Dress Code

District 12 believes that students' dress should reflect the high expectations of our schools.

Students need to demonstrate respect for self and others by dressing appropriately for school and school activities. A student's dress and grooming must not disrupt the educational environment, interfere with the maintenance of a positive learning environment, or compromise reasonable standards of health, safety, modesty and decency as determined by the administration (7:160)

The following are NOT appropriate at RMS:
Low-cut tops or bare midriffs, tank tops
Jeans, pants, shorts with holes above the knee or not worn as intended
Short shorts or a mini skirt
Bedroom slippers without a sole
Visible undergarments
Chains, spikes or other jewelry that can cause injury

Student attire and grooming should not be offensive /obscene, represent a gang or endanger health and safety. This includes tattoos and body piercings. Students not wearing appropriate clothing will be required to change. Depending on the severity of the situation, the parent/guardian will be contacted.

Students are not allowed to wear jewelry that is inappropriate in nature nor write/draw/carve on their bodies.

The area of the body to be covered by clothing is from the shoulder to mid-thigh and will remain covered when the student is seated or standing with arms extended.

In accordance with board policy 7:160, Roselle School District 12 does not prohibit hairstyles historically associated with race, ethnicity, or hair textures.

Eye Exams & Vision Screening
Incoming kindergarten students and students enrolling in school for the first time must have an eye exam by October 15th of the school year. The eye exam must be completed within one year prior to the first day of the school year when the student enters kindergarten or school for the first time in Illinois. Parents/guardians may obtain a waiver of this requirement for students who show an undue burden or lack of access to an optometrist or to a physician who performs eye examinations. The Illinois Department of Public Health waiver form is available at the school district or school office. The waiver form must be submitted by October 15th of the school year.

*Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo vision screenings in District 12 if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Deaf, Hard of Hearing, Blind or Visually Impaired Programs
Students who are deaf, hard of hearing, blind, or visually impaired may be eligible for services through the Illinois School for the Deaf or Illinois School for the Visually Impaired. Parents/guardians should contact the schools individually for information about admission criteria. For assistance, please contact the School Nurse or Superintendent.

Directory Information
District 12 may release personally identifiable directory information regarding students to the general public, including the local media, and publish such information in a school directory, school yearbook, or similar publications. District 12 has designated the following information as directory information: the student's name, address, gender, grade level, birth date and place; his/her parents/guardians' names mailing addresses, electronic addresses, and telephone numbers; academic awards; degrees and honors received; information

related to school-sponsored activities, organizations and athletics; and period of attendance in the District. Directory information also includes photographs, videos, or digital images used for informational or news-related purposes of a student participating in a school or school- sponsored activity, organization, and athletics that have appeared in school publications. However, photographs highlighting individual faces and used for commercial purposes require prior, specific, dated, and written consent of the parent. An image on a school security videotape recording is not directory information. Further, student social security numbers or student identification or unique student identifiers are not directory information.

Parents/guardians may submit an objection to the release of any directory information by submitting a letter to the building principal or the superintendent.

CPR and AED Videos

Parents/guardians are advised that the Illinois High School Association posts videos on their website on "Hand Only CPR" and "Automated External Defibrillators". You are encouraged to view these videos by going to: http://www.ihsa.org/Resources.aspx

Equal Access

District 12 provides equal access to the Boy Scouts and other designated youth groups to use its facilities in accordance with Board Policy 8:20.

Fee Policy and Waiver Procedures

Student fees are charged for each student in the District and are referred to as the Book Rental Fee on online registration. Fees for textbooks and other instructional materials are waived for students who meet the eligibility criteria for a fee waiver as described in Board Policy 4:140. If you would like to request a fee waiver, forms are available at the D12 Administrative Office. All school student fees as defined by the Illinois State Board of Education (ISBE) are waived for students who meet the eligibility criteria for a fee waiver contained in this policy. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Eligibility Criteria

A student shall be eligible for a fee waiver when 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 program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

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

Verification

The District has a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter but not more often, than once every 60 calendar

days. The Superintendent or designee shall not use any information from this verification process, or any independent verification process, to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee will notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee will mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice will include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District will follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees.

Free & Appropriate Public Education

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the school code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term children with disabilities, as used in this policy, means children between ages 3 and 15 for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) Special Education rules that special education services are needed. For information about special education services, identification, assessment, and placement, please call the District 12 Main Office at 630-529-2091. Please ask to speak with the District 12 Special Education Coordinator, Mr. James Zinni.

Behavior Intervention Policies, Use of Isolated Time Out and Physical Restraint Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District maintains a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

A copy of District 12's behavioral interventions policy, which, together with the regular discipline policy and physical restraint procedures, applies to the discipline of special education students, is available by contacting the District Special Education Administrator or Superintendent and is provided to any parent/guardian of a student with a disability when his/her child becomes eligible for special education services.

Parent/Guardian's Legal Protections When a Public Agency Seeks to Access Public Benefits or Insurance

The District must provide parents/guardians of children with disabilities written notice of all of their legal protections when public agencies seek to access public benefits or insurance (e.g., Medicaid) to pay for services required under the IDEA. The initial notice (to be provided prior to access) and subsequent annual notices must contain the following information:

- That personally identifiable information may be disclosed;
- The purpose of the disclosure (e.g., billing for services);
- The agency to which disclosure with be made (e.g., Medicaid);
- The follow no-cost statements:
    - Parents may not be required to enroll in public benefits in order for their child to receive FAPE:
    - Parents may not be required to incur out-of-pocket expenses such as a deductible or co-pay;
    - A district may not use a child's benefits if that use would decrease lifetime coverage, increase

premiums, result in the family paying for services that would otherwise be covered, or risk loss of eligibility for certain waivers;
- The parents/guardians have the right to withdraw their consent at any time;
- The withdrawal of consent or a refusal to consent does not relieve the district of its obligation to provide all required services at no cost to the parents/guardians.

Right to Reasonable Access

Parents/guardians should note that an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child, must be afforded reasonable access to educational facilities, personnel, classrooms and buildings, and to the child, consistent with District policy. Parents/guardians should contact the Superintendent to make such arrangements.

More information for parents/guardians is available here: *Illinois State Board of Education's Parent Guide to Educational Rights and Responsibilities.*

Free & Reduced Priced Lunch

The District will provide free and reduced lunch every school day to families who qualify based on the family's income level. If you would like to request free and reduced lunch, forms are provided at the beginning of the school year and are also available at the D12 Administration Office.

Health & Medical Information

Administering Medications to Students- Board Policy 7:270

Students shall not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health-care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, they must request that the school dispense the medication to their child/ward and otherwise follow the District's procedures on dispensing medication. Please contact the school nurse with questions.

No District employee shall administer to any student, or supervise a student's self- administration of, any prescription, non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or nonprescription medication on school grounds or at a school-related function other than is provided for in this policy and its implementing procedures.

A student may possess an epinephrine auto-injector (EpiPen) and/or medication prescribed for asthma for immediate use at the student's discretion provided the student's parent/guardian has completed and signed a "School Medication Authorization Form". The District*, school, and its employees and agents are exempt from liability or professional discipline, except for willful and wanton conduct, as a result of an injury arising from the administration of asthma medication, an EpiPen (designated or undesignated), or an opioid antagonist. The parent/guardian must sign and return an acknowledgement to the District that they indemnify and hold harmless the District, school, and its employees and agents against any claims, except for a claim based on willful and wanton conduct arising out of the administration of asthma medication, an EpiPen (designated or undesignated), or an opioid antagonist. School employees may provide emergency assistance to students, including administering medication.*

School will provide notice to parent/guardian after the administration of an EpiPen (designated or undesignated), or an opioid antagonist.

Students shall not allow other students to carry, possess, or use their prescription or non-prescription medication.

All students in Illinois are required to have a health examination within one year prior to the date of entering school in Illinois (including nursery school, pre-kindergarten programs, and out-of-state transfer students), kindergarten or 1st grade, and 6th grade. The parent/guardian must submit to the District proof of the student receiving the required health examination and required immunizations against preventable communicable diseases by October 15th of the current school year. If the student is an out-of-state transfer student and does not have the required proof of immunizations by October 15th, the student may only attend classes if the student provides proof that an appointment to receive the immunizations has been scheduled. If the proof of immunizations is not submitted within 30 days after the out-of-state transfer student is permitted to attend classes, then the student is not to be permitted to attend classes until proof of the vaccinations has been properly submitted. Any student who participates in co-curricular competitive athletics/sports must have a physical examination before trying out for the athletic/sport.

Homeless Students

Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children, including a public pre-school education, in accordance with Board Policy 6:140. Homeless students will not be separated or stigmatized.

Honor Roll (RMS Only)

An Honor Roll list will be posted at the end of each marking period. To be eligible for high honors, students must maintain a grade average of 91% or above, receiving only 1 'C' in a core subject area (Reading, Language Arts, Math, Science and Social Studies). To be eligible for regular honors, a student must maintain a grade average of 85%, receiving only 2 'Cs' in core subject areas and only 1 'C' in a non-core class.

Kindergarten

Roselle D12 offers a Full Day Kindergarten Program at Spring Hills School. The school hours are from 8:30-3:30. Core academic areas, including Math and English Language Arts will be the focus of the morning. The morning also provides WIN (What I Need Time) so that students can have time for extensions, enrichment, or intervention services. The afternoon will focus on the necessary social, inquiry, and executive functioning skills and standards needed to prepare students for Grade 1 and beyond. Students in full-day Kindergarten will have daily lunch, recess, and rotating specials (Art, Music, Physical Education, and STEM).

Per school code, District 12 also allows for a half-day experience. With core instruction occurring in the morning, parents can be assured that their half-day Kindergarten student will receive all required instruction. Parents who desire a half-day kindergarten program are encouraged to contact the building principal as soon as possible. To inquire about a half-day Kindergarten option, please contact the Spring Hills Principal at 630-529-1883.

Lockers (RMS Only)

Roselle Middle School loans both a hall and a gym locker to each student. The District retains the ownership of its lockers, and students are granted limited use. School officials retain the right to access lockers at any time. The District is not responsible for lost or stolen items.

Students are expected to:

- Keep the locker in order
- NOT give their locker combination out to another student
- Keep locker contents limited to materials that are needed for school, lunches and personal items that

the student is legally entitled to possess
- Refrain from decorating the outside of any locker
- Refrain from damaging the locker in any way

Students are required to purchase a padlock for the gym locker during registration. It is the student's responsibility to make sure that gym uniforms, gym shoes, and socks are locked in the gym locker. Street clothes must be locked in the locker during class. Articles of clothing or other items left on the floor or bench will be discarded each month. Whether lost or stolen, the student must purchase a new uniform. All gym uniforms must have the student's name clearly printed on the shorts and shirt.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

MTSS/RtI is a process designed to provide students with access to research-based intervention(s) for academics and/or behavior. The District and schools use various data sources and information to determine those students who would benefit from intervention. An intervention is a research-based approach to instruction that is specifically designed to address the area(s) where the student is experiencing difficulty. Parents will be notified prior to intervention(s) beginning and will receive updates as to how the student is responding to the intervention.

Newsletters

Monthly newsletters will be sent home via email from the building principals.

Nondiscrimination

District 12 has adopted a Nondiscrimination Policy on the basis of color, race, national origin, religion, sex, sexual orientation, gender identity, pregnancy, ancestry, age, marital status, physical or mental disability, immigration status, order of protection status, status of being homeless, military status, or unfavorable discharge from military service.

Nondiscrimination Coordinator
Dr. Mary Henderson
mhenderson@sd12.org
100 E. Walnut Street
Roselle, IL 60172
630/529-2091

Parent and Family Engagement Policies and Activities

District 12 maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services or enrolled in programs, under Title I. These programs, activities, and procedures are described in Board Policy 6:170.

Pesticide Application Procedures

Please contact Dr. Greg Harris with any questions about receiving prior notification. We make every effort to avoid the use of pesticides during the school year, when students are in attendance.

Physical Education

RMS:

All students are expected to dress for physical education class in a school purchased uniform. No black soled shoes or shoes with black-sided soles are to be worn. Students should bring nothing other than their gym clothes to class. All personal items are to be locked in the student's gym locker. The District assumes no responsibility for items that have not been properly secured.

SHS:

No black soled shoes or shoes with black-sided soles are to be worn.

Physical Education Excuses

The district excuses any student from engaging in any physical activity components of a physical education course during a period of religious fasting if the student's parent or guardian notifies the school principal in writing that the student is participating in religious fasting. The district also honors excuses signed by persons licensed under the Medical Practice Act of 1987, and has adopted a policy defining the types of parental excuses it will deem appropriate.

Protection of Student Rights (Student and Family Privacy Rights)

Federal and Illinois law and Board Policy 7:15 afford parents (and students over the age of 18) certain rights regarding school's conducting of surveys, collection and use of protected information for marketing purposes, administration of certain physical examinations or screenings, and use of instructional materials. These include the following notice, inspection and consent rights:

- **Instructional Materials-**Parents/guardians have a right to inspect any instructional material used as part of their child's educational curriculum. Parents/Guardians should submit their written request for access to inspect to the Principal.
- **Third Party Surveys-**Parents/guardians have a right to inspect every survey or
- evaluation created by someone outside of the District that is intended to be administered to the students in the District. Parents/guardians will be notified via mail, newsletter, or email of any upcoming third party surveys and provided a reasonable period of time within which to request access to inspect the survey. Parents/guardians should submit their written request for access to inspect to the Superintendent or Principal.
- **Survey Requesting Personal Information-**Parents/guardians must be notified, and their consent must be obtained, before students are required to submit to a survey that concerns one or more of the following protected areas:
    - Political affiliations or beliefs of the student or of the student's parent/guardian;
    - Mental or psychological problems of the student or the student's family;
    - Behavior or attitudes about sex;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of others with whom students have close family relationships;
    - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    - Religious practices, affiliations, or beliefs of the student or the parents/guardians; or
    - Income (other than as required by law to determine program eligibility).

Parents/guardians will be notified via mail, newsletter, or email of any upcoming protected information surveys and provided a reasonable amount of time within which to request access to inspect the survey. Parents/guardians should submit their written request for access to inspect to the Superintendent or Principal.

- **Physical Exams or Screenings-**Parents/guardians must be notified in writing prior to any non-emergency, invasive physical exam or screening required as a condition of attendance that is administered by the school or its agent, except for hearing, vision or scoliosis screenings; any physical exam or screening permitted or required under State law or authorized by Board policy; or an

evaluation administered in accordance with the Individuals with Disabilities Education Act (IDEA). Parents/guardians who object to the administration of such an exam or screening may opt their child out of the exam or screening by submitting a written request to the Superintendent or Principal at least one day prior to the scheduled date of administration.

- **Selling or Marketing Personal Information-**Parents/guardians must be notified and their consent obtained, before school officials or staff collect, disclose, use or distribute personal information obtained from students for the purpose of marketing or selling that information, except in limited instances as set forth in Board Policy 7:15. Students' personal information will never be distributed or sold to business organizations or financial institutions that issue credit or debit cards. Parents will be notified via mail, newsletter, or email of any such activities and provided a reasonable period of time within which to request access to inspect the instrument to be used to collect the information. Parents/guardians should submit their written request for access to inspect to the Superintendent or Principal.

Parent's Right to Know

Parents/guardians may request the following information:

- At the beginning of each school year, they may request information regarding the professional qualifications of their student's classroom teachers;
- Student's achievement level and academic growth of the student, if applicable and available on each State academic assessment;
- When a student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Right to Privacy in a School Setting (Public Act 99-460)

Schools are prohibited from requesting or requiring students to provide passwords or other account information for their social media accounts in any circumstance. Schools may only require a student to "cooperate in an investigation" if there is specific information about activity on the student's social media account that violates a school disciplinary rule or policy. As part of the school's investigation, a student may be required to "share the content that is reported in order to make a factual determination," but the school no longer can request or require disclosure of passwords or other account information. School districts must provide notice of what is now permitted by the Act to students and parents/guardians.

School Safety

The safety and security of our students and staff is of the utmost priority in District 12. The following are utilized regularly:

- Screening of all non-employees anytime they wish to enter our schools
- Scheduled drills for fire, weather, and intruder emergencies in accordance with Illinois School Code
- Immediate notification of local law enforcement if any person is observed to be in possession of a firearm on school property or any verified drug-related incident on school grounds or school transportation
- Immediate notification of local law enforcement of any incidents of battery committed against school/district staff
- Notification to the Illinois State Police within 24 hours of an incident if an administrator determines that a person poses a "clear and present danger" to himself, herself, or to others

Safety protocols and procedures are reviewed on an ongoing basis by the administrative staff. Annual training with local law enforcement is provided to all staff.

School Visitation Rights

Under the *Illinois Visitation Rights Act*, an employer must grant an employed parent/guardian leave of up to eight total hours during any school year (no more than four hours of which may be taken on any given day) to attend school conferences or activities related to the parent/guardian's child if they cannot be scheduled during non-work hours. The District will provide a parent/guardian with documentation of a school visitation (meeting, conference, etc.,) to submit to his/her employer upon request. The documentation shall include, but not be limited to, the exact time and date the visitation began and ended.

Sensitive Content/Materials

Parents/guardians may exclude their student(s), without grade penalty, from that portion of a class which contains the sensitive material. Any parent wishing to discuss the appropriateness or any instructional materials or content should contact the school principal.

Service Animals

Parents/guardians should note that the use of service animals, including dogs and miniature horses, individually trained to perform tasks for the benefit of a student with a disability, are permitted to accompany a student to all school functions, whether in or outside the classroom.

Sex Equity Policy

District 12 has adopted a Sex Equity Policy. To view the policy and grievance procedure, please go to the following link: Sex Equity Policy.

Sexual Abuse Prevention

Parents/guardians will be provided with no less than 5 days written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse to afford the parent/guardian an opportunity to submit a written objection to their child's participation.

Sexual Harassment Prohibited – Board Policy 7:20

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or

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

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

Making a Complaint; Enforcement

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

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

Complaint Managers:

Roselle Middle School	Spring Hills School
Nate Molby	Karen Petelle
500 S. Park	560 S. Pinecroft Roselle, IL 60172 Roselle, IL 60172
nmolby@sd12.org	kpetelle@sd12.org
630/529-1600	630/629-1883

The Board of Education has adopted policies concerning sexual harassment and sex equity. Any students or parents/guardians who allege sex discrimination or sexual harassment may file a complaint with any District Complaint Manager in accordance with Board Policy 2:260.

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 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 Board Policy 7:190. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Sex Offender Notification

Parents/guardians may request an opportunity to view information regarding sex offenders registry list, pursuant to the Sex Offender Community Notification Law. The National Sex Offender Registry may be accessed at: National Sex Offenders List. The Illinois Sex Offender Registry may be accessed at: Illinois Sex Offender Registry.

Social Media as it Relates to School Discipline

Roselle School District 12 will not/may not require a student to provide a password or other related account information in order to gain access to a student's account or profile on a social networking website if the district has reasonable cause to believe that the student's account contains evidence that the student has violated a disciplinary rule or policy.

Special Education and Section 504

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the School Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Student Records

Federal and Illinois law, as well as the Board of Education's Student Records Policy 7:340 and administrative procedures govern the maintenance and access to and release of student records.

The District maintains both a permanent and temporary record for each student. The permanent record consists of basic identifying information concerning the student, his/her parent's/guardian's names and addresses, the student's academic transcript, attendance record, health record of release of this information. The temporary record consists of all other records maintained by the District concerning the student and which may individually identify the student. The temporary record must contain a record of release of information contained in the temporary record, scores received on Illinois assessment tests, information regarding serious disciplinary infractions that resulted in punishment or sanction of any kind, a completed home language survey form, health-related information, accident reports, and information regarding an indicated report of child abuse from DCFS.

A parent/guardian, or any person designated as a representative by the parent/guardian, has the right to inspect and copy the student's permanent and temporary records, except as limited by the Policy or by law. *Parents/guardians against whom an order of protection has been issued do not have any right to access or inspect their child's student records.* A student has the right to inspect or copy his/her permanent record. To review a student record, a parent/guardian must make a written request to the District Superintendent. The request will be granted within fifteen (15) school days after the date of the receipt of the written request. The District may charge a fee (not to exceed $0.35 per page) for copies of the record. This fee will be waived if the parent is unable to pay.

The District may be required to release information contained in student records without parental/guardian notice or consent to the following individuals or in the following circumstances:

- To a District of State Board of Education employee or official with a demonstrable educational or administrative interest in the student,
- To any person for the purpose of anonymous research, statistical reporting or planning,
- In an emergency situation, if necessary to protect people's health and safety,
- In connection with a student's application for or receipt of financial aid,
- During an audit or evaluation of federally supported education programs,
- As allowed under the Serious Habitual Offender's Compensation Action Program,
- To a governmental agency for the investigation of a student's school attendance,
- If the information is directory information, as explained below, and the parent has not informed the District that such information is not to be released,
- To accrediting organizations in order to carry out their accrediting functions, or
- To the Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs.

The District may also be required to release student records without parent/guardian consent to the following individuals or in the following circumstances, as long as parents/guardians are first notified of their right to inspect, copy or challenge the contents of the records to be released:

- To the records custodian of a school district to which the student is transferring;
- Pursuant to a court order, to any person as specifically required by law; or
- Pursuant to a reciprocal reporting agreement, or to juvenile justice authorities when necessary to complete their official duties.

Any other release of information requires the prior written consent of the parent/guardian. The parent/guardian has the right to request a copy of any released records.

A parent/guardian also has the right to challenge or seek amendment to any entry in the student's school record, except for:

1. Grades

2. References to out-of-school suspensions or expulsions (if the challenge to expulsions or suspensions is made at the time of a student transfer).

Parents/guardians may challenge or seek amendment to a student's school record by claiming that the record is inaccurate, irrelevant, improper, or violative of the student's privacy rights. Parents/guardians may also inspect and challenge information in a student record prior to it being transferred to another school district. In order to challenge a record or request an appeal, please contact the Superintendent.

Board policy also provides timelines for the destruction of student records. Parents will be notified of the destruction schedule of the student's records at the time of graduation, transfer or permanent withdrawal from the District as follows:

- Permanent Records-kept for sixty (60) years after the student leaves the District
- Temporary Records-kept for at least five (5) years after the student leaves the District
- Student records are reviewed every four (4) years or when a student changes attendance centers to eliminate out-of-date, misleading, inaccurate, unnecessary, or irrelevant information.

A parent has the right to copy any information contained in a student record that is proposed to be destroyed.

Finally, no person may condition the granting or withholding of any right, privilege or benefit 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 the ISSRA or regulations.

If you believe the District has violated or is violating this policy, you have the right to file a complaint with the United States Department of Education concerning the District's alleged violation of your rights.

Substitute Teachers

District 12 is fortunate to have a pool of qualified and competent substitute teachers. Students are expected to follow all school rules and treat the substitute teacher as they would any regular D12 staff member. Any student referred to the office while a substitute is in the class may be placed in a supervised alternative schedule at the discretion of the principal.

Suicide Awareness & Prevention Policy

The District 12 Board of Education has adopted a policy regarding Suicide Awareness and Prevention that includes procedures for identifying early warning signs, prevention, methods of intervention, and support for emotional or mental health safety plans (Policy 7:290).

Teen Dating Violence

The District 12 Board of Education has adopted a policy regarding teen dating violence that includes responding and reporting incidents of teen dating violence (Policy 7:185)

Telephone Access

Students who feel they need to use a phone during the day may come to the office and request permission to use the phone. Students should not expect to use the phone for items such as forgotten homework.

Cell Phone Procedures

Using a cellular phone, video recording device, PDA or other electronic device in a manner that disrupts the educational environment is prohibited. When a parent/guardian determines the need for a student to possess a cell phone at school, the following expectations apply:

- Cell phone must be turned off and kept in the hall locker
- Under certain situations, the bus driver may give a student permission to use a cell phone on the bus
- Under certain situations, an activity sponsor or coach may give a student permission to use a cell phone during extra-curricular activities

Violating cell phone expectations may result in:

- First offense-cell phone take away; student picks up at the end of the day
- Second offense-cell phone taken away; parent must pick up

Violence and Drug Prevention Efforts

District 12 uses the Second Step Curriculum and related materials to teach the Social – Emotional Learning Standards as well as violence and drug prevention. Other activities such as field trips or assemblies may be planned. Parents/Guardians would receive prior notice regarding any field trip or off-campus activity. Parents can review the Second Steps materials by contacting the building principal or the school social worker (Policy 6:60).

Spring Hills School Principal, Karen Petelle	kpetelle@sd12.org
Spring Hills School Social Worker, Deb Burns	dburns@sd12.org
Roselle Middle School Principal, Nate Molby	nmolby@sd12.org
Roselle Middle School Social Worker, Georgina Meyer	gmeyer@sd12.org

Wellness

The District 12 Board of Education has adopted a wellness policy that includes good nutrition and physical activity (Policy 6:50). District 12 is a participant in the National School Lunch Program. District 12 students learn about Wellness in a variety of ways, including:

- Health Class (RMS)
- Physical Education Class
- Second Step and Other SEL Curriculum
- Content and activities provided by our food service vendor

Athletic/Co-Curricular Activity Code of Conduct

The Athletic/Co-Curricular Code has been established for all students taking part in any athletic or co-curricular program in District 12. Participating on an athletic team and/or co- curricular activity is considered an extension of the regular school day. Participation is a privilege and carries certain expectations unique to the athletic or co-curricular setting/activity and beyond those found in the normal classroom setting. *Roselle Middle School is a member of the Northwest DuPage Valley Conference, which is a competitive conference.

Purpose

The purpose of the Code is to clarify for students, parents and faculty the basic beliefs, expectations and requirements for participation in athletic/co-curricular activities. The Code also establishes eligibility as well as participation and discipline policies.

Athletic Philosophy

Athletic teams have a focus on skill and team development. Middle school players will focus on learning the skills and rules necessary to compete well in their chosen sport(s). Playing time will be based on skills, athleticism and attendance. However, it is still the coach's decision on who plays and for how long. Try-outs and cuts may be utilized in determining a team roster.

Belief Statements

1. We believe that students should be encouraged to participate in a variety of activities, and that coaches/sponsors should try to maximize the participation of students.
2. We believe that scheduling conflicts are inevitable. Conflicts should be identified and communicated to the coach/sponsor by students and parents at the beginning of the season, to the greatest extent possible.
3. We believe that the purpose of co-curricular activities is to provide students with varied learning opportunities that emphasize cooperation, skill development, teamwork, and enhance self-esteem.
4. We believe that winning is an important component of athletics and competitions but that winning should never be placed above encouraging cooperation and experiencing a variety of activities.

Expectations

In competition and practice, students are expected to:

- Play according to the rules
- Be gracious in victory and defeat
- Control his/her emotions
- Respect the judgment of others
- Be on time and prepared
- Accept constructive criticism from the coach/sponsor
- Take pride in him/herself and the school

Requirements for Athletic Participation

Before tryouts begin:

- Must be currently enrolled in D12
- Must have a current athletic physical and Agreement to Participate on file with the office
- Must have a strong desire to be part of the team
- Must have a basic knowledge of the sport

Rules for Participation

Participants:

Must have a signed Consent Form and Concussion/Head Injury Form on file with the coach

- Participation in practice sessions schedule by the coach is required
- Unexcused absence from practice will result in loss of play at the next game
- Must comply with the rules specific to the team
- Must comply with the co-curricular discipline rules
- Jewelry is NOT to be worn during practices or games
- Must furnish their own water bottle

School Attendance

To be eligible to participate in any scheduled event, a student must be present at school on the day of the event, if a school day for at least half of the school day (2.5 clock hours)

To be eligible to participate in a scheduled weekend event, a student must be present at school on the school day prior to the event (i.e. present on Friday for a Saturday event) for at least half of the school day (2.5 clock hours)

Academic Eligibility

To be eligible to try out/participate, a student may not have a failing grade in any one class, and may not have a D in two classes. *If tryouts are held within 2 weeks after the end of a grading period, the most recent trimester grade will be used to determine eligibility.

A student who is ineligible will not become eligible again until the above academic eligibility requirements are

met. Students will be ineligible for one week. Eligibility periods run for a full seven (7) days, including weekends.

Throughout the athletic season, there will be a Thursday check-in with teachers regarding grades. Information will be requested concerning all participants of the current athletic season. The teachers will notify the coaches on Fridays of any students receiving D's or F's. The Athletic Director will be responsible for determining academic eligibility for the student athletes.

Athletic Participation Policy

- All students who try out for an athletic team must meet the minimum requirements set by the district, coaches, and Illinois High School Association (IHSA). Roselle School District 12 cannot guarantee that every student who tries out for a team will be invited to join the team
- While the District emphasizes the inclusion of as many students as possible, playing time for each member of a team cannot be guaranteed.

Discipline Policy for Co-Curriculars

- Participation in an athletic/co-curricular activity is a privilege and carries certain expectations beyond those found in the normal classroom setting
- A co-curricular student is a student who is participating in a school sponsored event, program or competition
- The first detention an athlete receives during the season will be served on a non-game/activity day
- Any student who receives two detentions during one season will be ineligible for the next game
- Any student receiving a level 2 offense during the season will be ineligible for a minimum of one week. This ineligibility includes all practice sessions that week.
- Any student assigned to out-of-school suspension or expulsion is not eligible to participate in any school-related activities during the time of the out-of-school suspension or expulsion. In addition, a student may be excluded from an activity or lose their place on a team permanently if the coach and building administrator determines that his/her action negatively represents the team, school or district or poses a safety risk to self or others.

Concerns

Individual student or parent concerns should first be addressed with the coach. If necessary, the building principal should be contacted to assist with the concern. *Please refer to the "Parent/Coach Communication" guidelines for more detailed information.

<u>Parent-Coach Communication Guidelines</u>

Parents and coaches play an important role in an athlete's life. While both support and help the athlete become the best person and player he/she can be, each has a different role. For the benefit of the athletes, it is important to establish an understanding of the roles and a positive communication mechanism.

Parents have a right to understand the expectations that are placed on their student athlete. To accomplish this, clear communication channels have been established.

Athletic Philosophy

Athletic teams have a focus on skill and team development. Middle school players will focus on learning the skills and rules necessary to compete well in their chosen sport(s). Playing time will be based on skills, athleticism and attendance. However, it is still the coach's decision on who plays and for how long. Try-outs and cuts may be utilized in determining a team roster.

Communication Parent should expect from the Coach includes:

1. Locations and times of practices and games; and
2. Discipline that results in the denial of your child's participation

Communication the Coach should expect from Parents includes:

1. All concerns addressed with the coach directly;
2. Notification of any schedule conflicts well in advance; and
3. Specific concerns in regard to a coach's philosophy and expectations

Appropriate Concerns to discuss with the Coach include:

1. Ways to help your child improve;
2. Concerns about your child; and
3. The treatment of your child, both mentally and physically

Inappropriate Concerns to discuss with the Coach include:

1. Playing time;
2. Team strategy;
3. Play calling; and
4. Other student-athlete's playing time.

When a problem or concern arises, a conference between the coach and the parent should be arranged. The purpose of the conference is to find a resolution to the concern and give all parties involved a clear understanding of the situation. To schedule a conference with the coach, please contact the school office to set an appointment. *Please do not attempt to approach the coach before or after a practice or game with a concern. Exchanges at these times tend to be rushed and emotional for both coaches and parents and often do not facilitate the best resolution. If you do not feel that your concern has been resolved following the conference, please contact the building principal for further discussion.

Code of Conduct and Proactive Discipline Plan

The District 12 Student Code of Conduct and Proactive Discipline Plan is based on a model framework from The Transforming School Discipline Collaborative (TSCD) and is aligned with Illinois legislation, Senate Bill 100. The contents of this plan reflects the legal requirements set forth in SB100 and incorporates strategies and processes that represent “best practices” in school discipline and behavior supports. District 12 would like to acknowledge the work of the following organizations who have contributed to the TSCD model:

- Loyola University Chicago School of Education
- Education Law and Policy Institute at Loyola University Chicago School of Law
- Northwestern University
- Equip for Equality
- Chicago Lawyers’ Committee for Civil Rights Under Law, Inc.
- Illinois Safe School Alliance
- Prevent School Violence Illinois
- Umoja Student Development Corporation
- Ounce of Prevention Fund

District 12 would also like to acknowledge the work of our legal counsel, Hodges,Loizzi, Eisenhammer, Rodick & Kohn LLP, for their work in preparing content and reviewing our document.

District 12 is committed to creating and maintaining a learning environment that ensures that 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.

School rules and information published in this document are subject to changes as may be needed to ensure continued compliance with federal, state or local regulations and are subject to review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted into a guide book; as a result, students may be disciplined for other conduct deemed to be disruptive of the educational environment that may not be specifically mentioned in this document. Therefore, we expect students to follow reasonable rules and not violate the rights of others.

Discipline Philosophy

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

We use schoolwide discipline policies developed and revised with meaningful input by stakeholders to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner for every student.

Rights and Responsibilities

Students have the right and responsibility to:

- Be respected as an individual and treated fairly and respectfully by other students and school staff;
- Treat teachers, staff, other students, themselves and property with respect;
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age or disability;
- Attend school daily, be prepared for class and complete assignments to the best of their ability; and
- Be safe, respectful and responsible users of District transportation to/from school and on school-related field trips or activities.

Parents have the right and responsibility to:

- Be informed of their child's attendance, performance and behavior concerns;
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff;
- Assure their child brings to school only those things that are appropriate in a school setting;
- Inform school personnel of any issues that may impact the educational experiences of
- their child;
- Participate in decision-making processes affecting school policies and procedures such as the Parent-Teacher Advisory Committee or Board of Education meetings; and
- Participate as a member of the child's educational team in a manner that is respectful
- and student-focused;
- Ensure that their child attends school regularly and on time;
- Support the Student Code of Conduct and D12 Discipline Plan

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

- Establish a sense of community in the classroom, including opportunities for members of the classroom and school community to learn about and be respectful of each other's' cultures;
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;
- Enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventative and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;
- Communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner;

- Engage parents when their child is subject to disciplinary action by phone, in writing, or in person; and
- Seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies

District administrators have the responsibility to:

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

Expectations for D12 Bus Behavior

Students are expected to:

- Ride on assigned route only
- Follow all school rules while on the bus or at the bus stop
- Refrain from eating or drinking
- Remain seated until the bus has come to a complete stop
- Stay out of the roadway
- Keep hands, feet, and all body parts and property inside the bus at all times
- Not cause damage to the bus intentionally
- Refrain from using the emergency door unless in an emergency

The Superintendent, a principal, or an assistant principal is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

- Prohibited student conduct as defined in Board Policy, 7:190, *Student Behavior*, and in this Handbook
- Willful injury or threat of injury to a bus driver or to another rider
- Willful and/or repeated defacement of the bus
- Repeated use of profanity
- Repeated willful disobedience of a directive from a bus driver or other supervisor
- Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District shall provide the student with notice of the gross disobedience or misconduct and an opportunity to respond.

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

Electronic visual and audio recordings may be used to monitor conduct and to promote and maintain a safe environment on the school bus. Students who damage the bus, including tampering with electronic recording devices on the bus, will be responsible for the cost of any necessary repairs or replacement and may be subject to discipline. The District's bus conduct policy is set forth in Board Policy 7:2

Participation, Collaboration and Complaints

Illinois law requires school districts to establish and maintain a Parent-Teacher Advisory Committee that provides advisory input on policy guidelines on student discipline. Schools are required to provide the discipline policy to students and parents before the 15th day of school each year, or within 15 days after starting classes for a student who transfers into the school district during the school year. School Boards, along with the PTAC, must review the discipline policy on an annual basis.

Our district provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. By stakeholders we mean: students, parents, guardians, district and school staff members, school-based mental health professionals, administrators, members of the Board of Education and community. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our district and of our schools. We will strive to actively foster engagement with parents, families and community members.

In our district, we maintain an active Parent-Teacher Advisory Committee, teachers' association, student leadership structure (Student Council/Student Ambassadors) and a Parent Teacher Organization (PTO). We will strive to provide a welcoming and inclusive school environment for all families.

By law, our district cannot:

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law;
- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties;
- Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay restitution for lost, stolen or damaged property;
- Use corporal punishment

Complaints

We provide a process for stakeholders in our school community to file grievances or complaints and to make suggestions regarding this Code of Conduct. Any person wishing to file a grievance or complaint or make a suggestion may reach out to the following individuals:

Mr. Nate Molby, Roselle Middle School Principal nmolby@sd12.org
630-529-1600

Ms. Karen Petelle, Spring Hills School Principal kpetelle@sd12.org
630-529-1883

Dr. Mary Henderson, Superintendent mhenderson@sd12.org
630-529-2091

Our district investigates and responds to grievances and complaints fully and equitably, and we seek to resolve them informally where possible.

Notification & Communication

No later than the 15th day of school, or within 15 days after starting classes for a student who transfers into the school district during the school year, our district provides to parents and guardians a copy of our Student Code of Conduct & Proactive Discipline Plan. We provide this information in the following ways:

1. Email
2. Link to the plan on the D12 website
3. Print copy upon request (print copies may be requested by calling the school office at 630-529-1883 for Spring Hills School and 630-529-1600 for Roselle Middle School

Our D12 website home page content (www.sd12.org) may be easily translated into numerous languages by doing the following:

1. Go to the homepage
2. On the right of the green toolbar click on the Google translate icon
3. Click on the arrow to select from the available languages

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

- Displaying our positive behavioral expectations prominently in our school buildings;
- Teaching our positive behavioral expectations throughout the year to students based on a review of our data; and
- Acknowledging positive student behaviors.

Evaluation

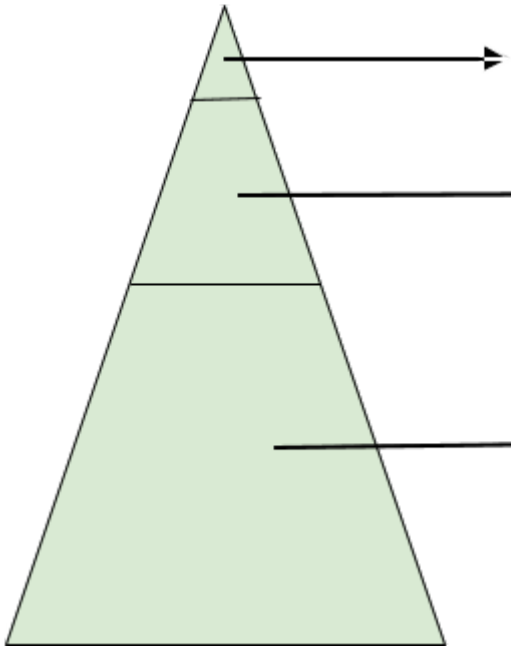
We routinely evaluate our policies and procedures, using data, to make sure they are effective. We include advisory input from our Parent-Teacher Advisory Committee as part of our evaluation process.

Prevention, Intervention and Disciplinary Responses

Discipline Framework
A Discipline Framework outlines how a district will apply the discipline philosophy within their existing supports and services. Districts and schools may use different frameworks to guide their support and services based on their available resources. Our framework uses the Multi-Tiered System of Support (MTSS) model. MTSS is a model that is based on scientifically-supported (research-based) practices. MTSS includes universal (school-wide) supports as well as increasing levels of support to meet the needs of students.

Within a positive framework/proactive plan for discipline, our district provides differentiated interventions and supports for students. These interventions are aimed at addressing the root causes of student behaviors and focus on teaching behaviors rather than exclusion and punishment. Challenging behaviors must be addressed in the context of a comprehensive functional analysis of the behavior along with a plan to teach and encourage positive social behaviors as well as appropriate consequences.

We offer academic, behavioral and social-emotional interventions and supports for students who demonstrate academic or behavioral needs. Our supports include school-wide positive behavior supports, social-emotional learning and restorative practices. We utilize and will continue to expand our multi-tiered system of supports and interventions:



Tier 3=Tertiary System of Support. Provides intensive supports for academics and SEL. Tier 3 is individualized and involves progress monitoring and parent involvement.

Tier 2=Secondary System of Support. Includes small group intervention in academics/SEL. Involves progress monitoring and parent notification.

Tier 1=Universal Systems of Academic or Behavior Supports (Core Instruction and SEL support that all students receive)

We limit the use of exclusionary student discipline to keep students connected to school so that they are on track to be career and/or college ready. The law requires districts to assess disciplinary incidents on an individual basis; taking into consideration the circumstances of the situation by gathering and analyzing the facts objectively.

Our district recognizes that a safe, respectful and responsible school environment is necessary for our students to learn and achieve. To ensure the physical and emotional safety of all our students, our district takes bullying seriously. To access the D12 policy on bullying, please go to the following link: Bullying Policy.

As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by using interventions and supports that focus on restorative practices to repair relationships. Parents are involved as

part of the restorative process. The intent of restorative practices is to educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student. Depending on the severity of the situation, outside agencies may be involved.

Available Resources

The following supports and services are available to students and families in District 12:

- Classroom-based interventions and tiered interventions to support appropriate school behavior
- School Social Worker
- School Nurse
- School Psychologist
- Building Support Team
- Referral to community supports such as: counseling services, crisis specialists, etc.
- Processes for resolution such as mediation or restorative meetings
- Direct teaching of social/emotional skills (large group)
- Direct teaching of social/emotional skills (small group)
- Restorative actions designed to restore relationships and harm done to the school community
- Referral for a Functional Analysis and Individualized Behavior Support Plan

Process for Addressing Incidents

Incident Occurs

Consider Immediate Classroom-Based or Restorative Interventions (Consider whether the incident can be appropriately responded to in the classrooms, through restorative practices or through school-based interventions,without the need to gather additional information or make discipline referrals. Redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring)

Gather Information (Meet with the student. Talk to all students, teachers, staff, witnesses.Identify contributory factors. Consider existing data, similar discipline referrals and prior interventions attempted. Communicate with the student's parent or guardian)

Review the Disciplinary Checklist (Consider all factors that may have contributed to the incident and whether supports could address those factors without removing the student from school. See the following graphic and the Disciplinary Checklist)

Refer Student to Appropriate Support Services or Restorative Interventions (Refer student to appropriate services or restorative interventions to assist student in understanding the consequences that result from such conduct. Empower the student to formulate solutions to restore the situation or "make it right". This process is designed to be cooperative and restorative, rather than adversarial.

Document All Interventions & Measures (Document all positive interventions and other disciplinary measures used in addressing the student's behavior. Collect data regarding the outcomes of the intervention.Explain which measures worked or have not worked).

Document All Interventions & Measures (Document all positive interventions and other disciplinary measures used in addressing the student's behavior. Collect data regarding the outcomes of the intervention.Explain which measures worked or have not worked).

Impose Exclusionary Discipline Only as a Last Resort (Impose discipline that takes the student out of the classroom and/or school only as a last resort and when available alternatives have been exhausted.Follow the steps in the Due Process Framework when any exclusionary discipline is being considered.

Our school district clearly identifies conduct that is prohibited by the Code of Conduct as well as the range of possible interventions and consequences that may result. The purpose is to enable students and their parents or guardians to understand the potential consequences that may be triggered by a student's actions. It also allows districts to respond to student misbehavior in a manner that is consistent and equitable.

Students are expected to conduct themselves in accordance with federal, state, and local laws and regulations, in accordance with District and school policies and rules, and in a way that respects the rights and safety of others. District staff will take corrective action when a student's behavior does not meet these expectations.

School officials limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, will consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. Out-of- school suspensions and expulsions are to be determined on a case-by-case basis and at the discretion of school administrators, the Superintendent, or the Board of Education. Our District limits the number of days a student is removed from school to as few as possible because we believe that students should be in school and learning. We provide all students with meaningful due process prior to making a decision that results in the student being excluded from school due to out-of-school suspension or expulsion. See Board Policy 7:200, Out-of-School Suspension Procedures, and Board Policy 7:210, Expulsion Procedures. Staff, including the administrator in charge of the school and the Superintendent (in cases of possible expulsion), use the checklist below before recommending an out-of-school suspension or expulsion. Out-of-school suspensions of more than three days are to be considered only in certain situations as defined below.

Out-of-School Suspension Checklist

Is the offense eligible for out-of-school suspension? ***__Yes*** ***__No***

Suspension and expulsion are prohibited for:

- Being late to school/class or being absent, or
- Violating school dress code or cell phone policies

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

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Would the student's continuing presence in school cause a threat to school safety or a disruption to other students' learning opportunities ***__Yes*** ***__No***

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

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

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

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

Our District maintains a protocol to determine whether a student poses a threat to school safety or would disrupt the operation of the school. The determination of safety threats is based only on actual risks and objective evidence. The school may enlist the support of local police and other agencies who are appropriately trained to evaluate risk to self or others. In making the determination as to whether to impose an out-of school suspension or expulsion, school staff should consider the following factors:

- The conduct at issue;
- The root cause of the conduct and whether it has been addressed;
- Age of the student and ability to understand consequences;
- Capability of the student to carry out the threat;
- Student's disciplinary history and the frequency of inappropriate behavior;
- Credibility of the student and willingness to acknowledge his or her behavior; and
- Effect of the conduct on the school environment.

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

School staff should minimize the length of out-of-school suspensions and expulsions to the extent practicable.

Has school staff exhausted alternatives to suspension and expulsion? ***__Yes*** ***__No***

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

Our district also considers whether previous interventions have been attempted and must document and evaluate their success. For out-of-school suspensions of four days or more cumulatively or consecutively, this determination is made by a school-based team composed of, at a minimum:

One of the student's teachers

- Staff member familiar with the student's conduct
- Staff member with mental health expertise (Social Worker or Psychologist)
  *If the student has a disability, the team must include the special education teacher or other staff member who is responsible for implementing the IEP
- Parent/guardian
- School administration

If prior interventions were not successful, school staff should consider whether other interventions are appropriate and available. Staff should also consider whether or not the student may have a disability. If the team suspects a disability, the student should be referred for a special education evaluation.

Has the student previously violated the School Code of Conduct? ***_Yes*** ***__No***

An out-of-school suspension of more than three days or expulsion may be imposed for a first-time offense However, the district must determine on a case-by-case basis whether the student's conduct poses a threat to the safety of other students, staff, or the school community or substantially disrupts, impedes, or interferes with the operation of the school. The district will provide other behavioral and disciplinary interventions, or determine that there are no other appropriate and available interventions, and follow the district process for documenting when these interventions have been exhausted prior to imposing a long-term out-of-school suspension or expulsion.

Is suspension or expulsion appropriate given the student's grade? ***__Yes*** ***__No***

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

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

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

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

If the student does not yet have an IEP or 504 Plan, school staff should discuss whether there are academic, behavioral or other grounds that reasonably give rise to a concern that a student may have a suspected disability. This is required by the Child Find provisions of the Individuals with Disabilities Act (IDEA)

Due Process & Safeguards for Students with Disabilities

Our district implements fair, equitable and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. When out-of-school suspensions or expulsions are being considered for students with disabilities, schools must follow certain procedures to be sure that the student's rights are protected. These due process procedures are different depending on whether the student is being suspended or expelled.

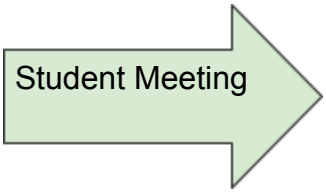
Out-of-School Suspension

Students may receive an out-of-school suspension. Please refer to District 12's out-of-school suspension procedures which can be found in Suspension Policy 7:200.

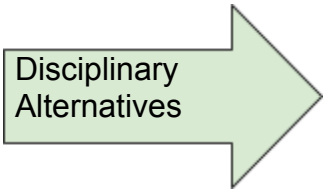
Expulsion

Students may be recommended for expulsion. Please refer to District 12's expulsion procedures which can be found in Board Policy 7:210 Expulsion Policy

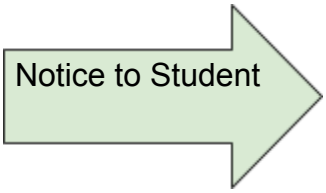
School staff investigate a situation and gather evidence to determine what happened before making any disciplinary decisions or disciplinary referrals. School staff should consider whether the incident in question can be appropriately addressed directly with the student or students involved without making a disciplinary referral (Typically a Level One Act of Misconduct).



School staff give the student involved the opportunity to speak on his/her own behalf before deciding what violations have been committed and what form of discipline to use. School staff also make reasonable efforts to speak with the student's parents as soon as possible.



School staff use the Discipline Checklist before moving forward with an out-of-school suspension or expulsion (maintain the document). School staff consider and document whether a restorative practice or another intervention or support is available to address the conduct in question before deciding on an out-of-school suspension or expulsion.



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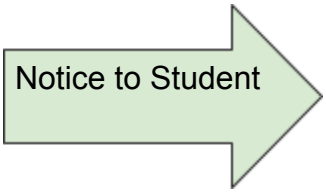
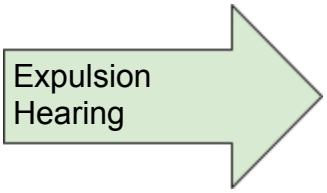


For short-term out-of-school suspensions (1-3 days), school staff must explain to the parent/guardian in the written suspension decision the specific act of gross disobedience or misconduct the student committed and the rationale for the specific duration of the out-of-school suspension.

For long-term out-of-school suspensions (4 days), school staff must include in the written suspension decision all information included in the notice for 1-3 days out-of-school suspensions, as well as document whether other behavioral and disciplinary interventions were attempted or whether the school determined there were no other appropriate and available interventions.

For long-term out-of-school suspensions (5-10 days), school staff must include in the written suspension decision all information included in the notice for a 4-day out-of-school suspension, as well as document whether other appropriate and available support services are to be provided or whether it was determined that there are no such services for the student. The student must be provided with appropriate and available support services during their out-of-school suspension.

For all out-of-school suspensions, the student must be given a reasonable opportunity to respond to the school's charges before s/he may be suspended. The student should also be provided an opportunity to make up any missed work for equivalent academic credit and have a re- engagement plan to assist him/her in transitioning back to school after an out-of-school suspension.



In the case of an expulsion, the hearing must take place before the student is expelled from school. The administration may recommend a student for expulsion only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's presence in the school poses a threat to the safety of other students, staff, or the school community or substantially disrupts, impedes, or interferes with the operation of the school. At the hearing, the student and/or parent/guardian has the opportunity to present evidence that the student did not violate the code of conduct and/or that there are mitigating factors that mean the student should not be expelled.

An expulsion hearing is held before the Board of Education or an impartial hearing officer appointed by the Board;

The student has the right to bring an advocate or attorney;

School staff must provide sufficient advance notice to enable the student's parent/guardian as well as any attorney or advocate retained by the family to attend;

All witnesses shall be required to appear and testify in person, unless the witness is a student and the district and school present evidence that testifying would endanger the student's safety. Submissions of written or recorded testimony or testimony by phone may be permitted if both parties consent;

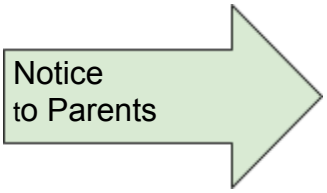
The student must be given opportunity to present witnesses or evidence and to cross-examine witnesses;

Any written hearing officer recommendation must be provided to the parent/guardian before the final decision by the Board of Education.

In the written expulsion decision, the Board must detail the specific reasons why removing the student from school is in the District's best interest, provide a rationale with respect to the specific duration of time for the expulsion, document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions, and if combined with an out-of-school suspension, any additional requirements needed for the suspension depending on the length of the suspension.

The District may refer the expelled student to appropriate and available services during the time the student is expelled.

The District must develop a re-engagement plan to assist the student in transitioning back to school after an expulsion.



School staff must provide the parent/guardian with written and oral notice of the charge, discipline and parent's/guardian's right to hearing and/or appeal. School staff should attempt to establish contact with the parent/guardian and provide at least oral notice of the out-of-school suspension prior to sending the student home prior to the end of the day.

Out-of-School Suspension Notice:

Sent via US mail and email (if one is on file) following the oral notice (typically telephone);

Explain the charges the student is facing, including the excerpt from the school code relevant to the charge, the specific act of gross disobedience or misconduct resulting in the decisions to suspend, and the rationale of how the chosen number of suspension days will address the threat or disruption posed by the student;

Include information about the Suspension Conference (to be held as soon as possible with the parent/guardian);

Include information regarding the parent's/guardian's right to a hearing and appeal;

Must be sent within 24 hours of a school decision to suspend; Provide a list of any available supports/behavioral and disciplinary interventions that had been previously provided (**for suspensions of 4 days or more cumulatively or consecutively, school staff must conduct a formal review of attempted interventions and discuss initiation of interventions not yet attempted).Examples of behavioral and disciplinary interventions may include PBIS, restorative justice, parent notification/involvement, detention, loss of privileges, after-school programs, incentive programs, school assemblies, in-school suspension, or other in-school alternative environments.* Describe the alternatives to out-of-school suspension that were considered and why they were rejected;

Explain the terms of the out-of-school suspension (# of days, start/end dates);

Describe any appropriate and available support services that will be available during the out-of-school suspension (5-10 days) (including process for how student will complete assignments/tests). *Examples of appropriate and available support services may include counseling or social work services, tutoring to facilitate make-up work, placement in alternative program or school, referrals to outside resources, online coursework, therapeutic recreation, wraparound services, rehabilitation counseling, community resources, in school suspension, or other in- school alternative environments;* and

Provide the parent/guardian notice of their right to review. Summary of the notice must be given to the Board by the Superintendent or designee.

Illinois law contains procedural requirements for expulsions (Public Act 99-0456).

School officials must send a registered or certified letter (return receipt requested), requesting the parent/guardian appear at a meeting of the Board or with its hearing officer to discuss their child's behavior. They must notify the parent/guardian of the time, date, place, and purpose of the meeting.

School officials should not rely solely on written reports to justify an expulsion. They must present evidence and testimony of eyewitnesses, unless there is a showing of significant risk or harm should the witness testify.

The student and his/her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testifies, and otherwise present reasons why the student should not be expelled.

If a hearing officer is appointed by the Board for an expulsion hearing, the hearing officer must prepare a written summary of the evidence and present it to the Board.

If the Board expels a student, a written expulsion decision must 1) detail the specific reasons why removing the student from the learning environment is in the best interest of the school, 2) include a rationale as to the specific duration of the expulsion; 3) document the other interventions attempted or whether there were no available and appropriate interventions; 4) document how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community or substantially disrupt, impede, or interfere with the operation of the school; and 5) document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that non were available.

A plan, inclusive of appropriate supports, for student re-entry to school.

Every attempt should be made to provide 10 days notice of the expulsion hearing and to send notification in the home language of the family.

Districts have the ability to refer expelled students to appropriate and available support services and transfer them to alternative schools (Regional Safe Schools Program or Alternative Learning Opportunity Programs) but are not required to do so.

Manifestation Determination Review (MDR) Requirements for Students with Disabilities

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

- Staff must schedule a MDR meeting with the student's IEP team within 10 school days of the decision to discipline the student
- Staff must provide written and verbal notice to the parent/guardian of the intervention or consequence being considered and the date of the MDR meeting. The notice must include a copy of the parents Procedural Safeguards.

The student cannot be removed for more than 10 cumulative days for behavior that constitutes a pattern until the MDR has occurred. In-school suspensions count as a day of removal unless the student continues to receive all services, including related services, specified in the student's IEP. No student with a disability may be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his/her disability.

There are limited circumstances where a student with an IEP may be removed for more than 10 cumulative days without an MDR. School staff must contact the D12 Director of Student Services who will consult with legal counsel.

Procedures Following Out-of-School Suspension and Expulsion

Public Act 99-0456 (SB 100) places a number of new requirements on schools following out-of- school suspension and expulsion. In particular, the law requires that districts shall provide appropriate and available support services to students suspended longer than four days. In addition, suspended students must have the opportunity to make up work for equivalent academic credit. Districts shall also have a policy to facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting. Under Illinois law, districts have the ability to refer expelled students to appropriate and available support services and transfer them to alternative schools (either Alternative Learning Opportunity Programs or Regional Safe Schools Programs), but they are not required to do so.

For more information about the DuPage County Regional Office of Education Safe Schools Program, please go to www.dupageroe.org.

In District 12, we work collaboratively with the building administrator, school social worker and any other necessary staff members to develop a re-entry/re-engagement plan (may include a Safety Plan). The plan is shared with the parent/guardian and student upon arrival at school on the first day of re-entry. *If the parent/guardian is not available to attend this meeting, school staff will offer that the parent/guardian may participate by phone. If the parent/guardian cannot participate by phone or in person, a copy of the re-entry plan will be sent to the parent/guardian by an agreed upon manner (mail, email, fax, etc.). The re-entry/re-engagement plan will include any available and appropriate resources, supports and interventions that may assist the student with being academically and behaviorally successful at school.

Data Collection and Monitoring

We utilize a process to systematically review our school and district discipline data to determine if and where disparities exist and adjust our practices accordingly. At a minimum, our discipline data is reviewed three times per year. Data is tracked to monitor discipline equity and use of exclusionary discipline and to inform our discipline practices.

Notice to Parent/Guardians of Transfer of Eighth Grade Student Records

Eighth Grade Students - As part of our 8th graders' transition to high school, the District works with its high school districts to make the process as smooth and efficient as possible. To that end, the official records custodian of Lake Park Community High School District 108 has requested copies of all official student records in our 8th-grade students who intend to enroll in Lake Park High School, including academic information required to determine what courses each student should take as a freshman. The District will transfer all existing records and any records created during your student's 8th grade year to Lake Park High School beginnin on Ocroer 1 of each year, as well as communicate directly with Lake Park High School's staff regarding students information contained in your student's records. Parents have the right to inspect, copy, and/or challenge the contents of their student's records prior to this release. If you do no plan to enroll your student in Lake Park High School and/or wish to inspect, copy, or challenge the records being transferred, please contact Ms. JoAnn Dumelle, by October 1 of each year at jdumelle@sd12.org.

Definitions

Short-Term Out-of-School Suspension

The student is removed from school for three days or less.

Long-Term Out-of-School Suspension

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

Expulsion

The student is removed from school for more than ten days and up to two calendar years.

Bullying

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

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

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

Link to District 12 Bullying Policy: Bullying Policy
Please refer to Level 2 Acts of Misconduct for more information

District 12 Student Discipline Policy 7:190

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 materials.

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, or selling

a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).

b. Any anabolic steroid unless being administered in accordance with a physician or licensed practitioner's prescription.

c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.

d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance:

(a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or

(b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medication,

f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.

g. 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 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); or(c) 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, 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. Teen dating violence, as described in Board policy Teen Dating Violence Policy is prohibited.

10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s personal property.

11. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.

12. 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.

13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.

14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.

15. 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.

16. 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 early intervention and progressive discipline, 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.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;

2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;

3. Traveling to or from school or a school activity, function, or event; or

4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

<u>Disciplinary Measures</u>

Disciplinary measures may include:

1. Disciplinary conference.

2. Withholding of privileges.

3. Seizure of contraband

4. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds.

5. Suspension of bus riding privileges, provided that appropriate procedures are followed.

6. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.

7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), “look-alikes,” alcohol, or weapons.

8. Notifying parents/guardians.

9. Temporary removal from the classroom.

10. In-school suspension for a period not to exceed 5 school days. The Building Principal or designee shall ensure that the student is properly supervised.

11. 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.

12. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.A student may be immediately transferred 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.

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.

School staff members shall not use isolated time out and physical restraints other than as permitted in Section 10-20.33 of the School Code, State Board of Education rules, and procedures developed by the Superintendent. Neither isolated time out nor physical restraints shall be used to discipline or punish a student.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1)

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theater 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.

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 was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

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

The Superintendent and 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.

Student Handbook
The Superintendent, with input from the parent advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4, (Use of Isolated Time Out and Physical Restraint)

LEGAL REF.:
Gun-Free Schools Act, 20 U.S.C. §7151 et seq. Pro-Children Act of 1994, 20 U.S.C. §6081

Levels of Misconduct

Level One Acts of Misconduct

Level one acts of misconduct are minor misbehaviors, which impede a productive classroom learning environment or bus ride. Level one behaviors are typically addressed in the classroom or area where they occur; including the bus. Examples of level one behaviors may include, but are not limited to, the following:

- Causing a classroom/hallway/bathroom/bus disturbance
- Physical contact
- Running
- Minor dress code violations
- Public display of affection
- Using an electronic device in a way that disrupts the learning environment
- Disruptive or disobedient behaviors
- Cheating (includes copying the work of another student, using cheat sheets during a quiz or test, and not fulfilling their portion of group work)

Discipline Options (may include but are not limited to): disciplinary warning, service work/restorative act, detention, call or conference with the parent, loss of privilege, assigned seat on the bus. Please note that all expectations and consequences also apply to off- campus misconduct when there is a clear nexus/link) to school either in activities, relationships, etc. Cheating will be handled between the issuing teacher and if necessary, the administration. Possible consequences for cheating include:

- Zero for the assignment
- Teacher detention
- Office referral
- After school detention
- Parent conference

Level Two Acts of Misconduct

Are those behaviors, regardless of whether they occur at school, off campus, or on the bus interfere with, disrupt or adversely affect the school environment, school operations, or an educational function, may include, but are not limited to:

- A threat or attempted intimidation of a staff member or another student;
- Any act that endangers the health or safety of students or staff;
- Destruction of school property
- Bullying
- Discriminatory acts
- Forging a parent signature on any school document
- Plagiarism (from print, internet or other electronic sources)
- Failure to comply with the District Electronic Usage Agreement
- Disruptive, disobedient or unsafe behaviors
- Significant dress code violations (impede student safety or cause a disruption to the learning environment
- Gambling
- Level two acts may also include: Continued level one behaviors despite interventions

Level Three Acts of Gross Misconduct or Disobedience

Level three acts of gross misconduct or disobedience generally involve acts directed against persons or property. The corrective disciplinary consequences will be determined by the extent of the resources available for remediation/restoration by the District. Level three offenses may involve the local police and/other outside

agencies as needed. Level three offenses may result in the loss of school privileges such as field trips, dances, graduation, etc. Level three offenses involve a significant disruption to the school environment and school safety. Examples of level three behaviors may include but are not limited to:

- Possession and/or use of fireworks
- Possession and/or use of tobacco or smoking paraphernalia
- Extortion, threats and other forms of intimidation
- Theft
- Activating the fire alarm
- Making a false bomb threat
- Breaking and/or entering
- Hate crimes
- Using electronic devices in a manner that violates the rights and privacy of others (See Board Policy 7:190 for additional details). Includes the prohibition of electronic paging devices and rules regarding the use of cellular phones by students and seizure of telecommunication devices; such rules include the prohibition of "sexting" and video recording or photographs in restrooms, locker rooms, changing rooms.
- Significant disruptive or unsafe behaviors on a D12 bus
- Continued level two behaviors, despite interventions

Discipline Options (may include but are not limited to): Restorative meeting, restitution, Short term out-of-school suspension (1-4 days), or longer duration suspension from bus privileges (5+ days). Long-term out-of-school suspension and/or expulsion may be considered depending on the history of documented supports and interventions and disciplinary history. Please note that all expectations and consequences also apply to off-campus misconduct when there is a clear nexus/link to school either in activities, relationships, etc.

Level Four Acts of Gross Misconduct or Disobedience

Level four acts of gross misconduct or disobedience are those acts which create a serious disruption to the learning environment and a risk to the safety of others. Examples of level four behaviors may include but are not limited to:

- Gang-related activities
- Being under the influence of, use, possession, sale, conspiracy to sell or distribute alcohol
- Being under the influence of, use, possession, sale, conspiracy to sell or distribute illegal drugs, controlled substances, drug paraphernalia or "look alike" drugs, placebos, inhalants
- Arson
- Possession, control or transfer of a weapon or any object that can reasonably be considered, or looks like a weapon, shall be expelled for a definite time period of up to two (2) calendar years. The School Board; however, may modify the expulsion on a case-by-case basis.
- Assault
- Setting off, or any attempt to set off, explosive devices on school property
- Use, possession, sale, conspiracy to sell, or distribution of any anabolic steroid not
- administered under a physician's care and supervision;
- Threats against a school employee , a student, or any school-related personnel via an internet website that was accessible within the school at the time the threat was made and the threat could reasonably interpreted as threatening the safety or security of a person due to the person's status as a district employee or student

Disciplinary Options (may include but are not limited to): short-term out-of-school suspension, long-term out-of-school suspension, expulsion, police involvement and/or involvement of

other appropriate outside agencies. Please note that all expectations and consequences also apply to off-campus misconduct when there is a clear nexus/link) to school either in activities, relationships, etc.

Student Handbook Acknowledgement

Please read and discuss the entire Student Handbook with your child and sign the below Acknowledgement. If you have any questions concerning its contents, please contact your building principal. Once you have reviewed the Student Handbook with your child, please sign the electronic acknowledgement form or print to sign a paper copy and return this form to the Roselle District 12 administrative office within 10 days of receipt.

I have read, or have had explained to me, the Student Handbook which contains a summary of school rules regarding student behavior and other District policies. I agree that my child will follow these rules, and I understand that if he/she violates the rules, he/she can be disciplined. By signing below, I acknowledge that my child and I understand and agree to abide by the Board of Education Policies and school rules contained in the Handbook. I also acknowledge that this Handbook may only contain a summary of the Board of Education Policies and that the Handbook may be amended during the school year without notice. Students in grades 2-8 should sign the form along with their parent/guardian.

Student's Name _____ 2025-2026 Grade _____

By signing below, I certify that I have received and reviewed the Handbook.

Signed: _____ _____

(Student) (Date)

Signed: _____ _____

(Parent) (Date)

Link to electronic signature form: electronic acknowledgement form