

2021 - 2022

PARENT/STUDENT HANDBOOK





WOOD DALE
SCHOOL DISTRICT 7
STRIVE FOR EXCELLENCE

JOHN CORBETT, Ed. D.
Superintendent

MERRI BETH KUDRNA, Ed. D.
Curriculum Director

STEVE WILT
Business Manager

Dear Parents and Students,

Under the direction of the Wood Dale Board of Education, this Parent-Student Handbook has been prepared by our staff, with input from parents. This handbook is designed to provide you with a better understanding of the policies, procedures, services, and curriculum of our school district.

There have been some changes made to the handbook this year, so please make sure you read it thoroughly.

In addition to the information provided in the district Parent-Student Handbook, your child's individual school has specific policies and procedures that pertain only to that school. That information is detailed in the school's handbook.

We are proud of the Wood Dale schools and are continually striving to improve the district. Your comments and suggestions are always welcome.

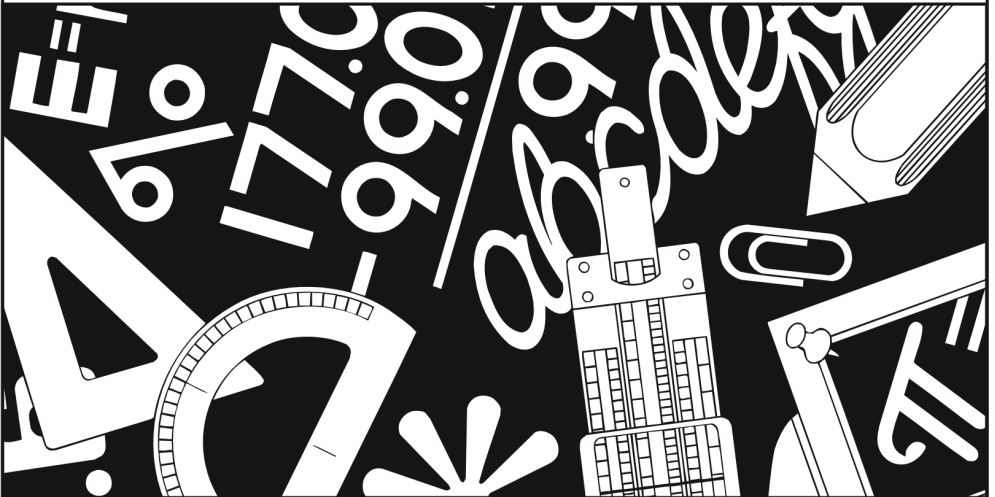
John Corbett, Ed.D.
Superintendent of Schools

Wood Dale School District 7 Mission Statement

We will collaborate with all families to implement high quality instruction and provide engaging learning experiences, empowering each student to reach their full potential, in a safe and supportive environment.

Wood Dale School District 7 Vision Statement

We will be an exemplary school district.
Our students will be resilient, lifelong learners who strive for excellence and become engaged citizens.



WOOD DALE SCHOOL DISTRICT 7

PARENT - STUDENT HANDBOOK

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I. GENERAL INFORMATION

Administration:

Dr. John Corbett, Superintendent
Dr. Merri Beth Kudrna, Curriculum Director
Mr. Steve Wilt, Business Manager
Administration Center, 543 North Wood Dale Road
Phone: 630-595-9510 – Administrative Office
E-Mail/Web Page: wd7.org
District Twitter Account: @wdsd_7 and Hashtag: #wdsd7

Schools: Early Childhood Education Center

543 N. Wood Dale Road Phone: 630-694-1174 Attendance: 630-694-1174
Mrs. Elvia Villalobos, Principal

Oakbrook School

170 S. Wood Dale Road Phone: 630-766-6336 Attendance: 630-766-2174
Mr. Tim Shermak, Principal

Westview School

200 N. Addison Road Phone: 630-766-8040 Attendance: 630-766-2094
Mr. Alan Buttimer, Principal

Wood Dale Junior High School

655 N. Wood Dale Road Phone: 630-766-6210 Attendance: 630-766-1839
Mr. Joe Krause, Principal
Ms. Gina DiFiglio, Assistant Principal

Special Education Coordinator

Ms. Kelly Gould Phone: 630-694-1174 x1659

Board of Education:

The seven-member Board of Education meets at 7:00 p.m. on the third Thursday of the month in the Administration Center at 543 North Wood Dale Road. Please visit our website for more information regarding the Board of Education.

Board Members:

| | |
|----------------|--------------------------|
| President | Mr. Joe Petrella |
| Vice-President | Mr. Todd Cox |
| Secretary | Mrs. Araceli Botello |
| Member | Mrs. Marilyn Daniels |
| Member | Mrs. Mary Fletcher-Gomez |
| Member | Mrs. Aida Miljkovic |
| Member | Mr. David Woods |

II. POLICIES & PROCEDURES

Admission:

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. However, based upon an assessment of the child's readiness, a child may be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31 of the school term. A child with exceptional needs who qualifies for special educational services is eligible for admission at three (3) years of age.

Parent(s)/guardian(s) enrolling in the District must present:

1. A certified copy of the student's birth certificate as proof of identity and age.
2. Proof of residence.
3. Proof of disease immunization or detection, and the required dental, medical and eye examinations, as required by State law and Board policy.

Early admission to kindergarten is possible based upon psychological test data and recommendation of the staff. Any fees associated with testing related to early admissions are the responsibility of the family.

Homeless Students:

Students who are homeless will be enrolled if the student was a resident of Wood Dale School District #7 immediately before he/she became homeless or if the child's temporary residence is located within District boundaries.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Under no circumstances will the district charge tuition for a homeless student.

Further information regarding the educational rights of homeless students may be obtained by contacting the District's Homeless Student Liaison: Mr. Steve Wilt at (630) 595-9510.

Attendance:

School attendance and promptness are the responsibilities of students and their parents. Every effort should be made to assure that students are in school when classes are in session. Personal illness, death in the family, and any other urgent reason affecting the child may necessitate an absence. Parents are expected to contact the school office prior to 8:30 a.m. (7:30 a.m. at the junior high) when a student will be absent by using the 24-Hour attendance line when calling your child in as absent please include the following information in your message: child's name, teacher's name and reason for absence as well as a list of symptoms. If a parent does not call, office personnel will call the parent's home or work to verify the absence. Teachers will assist students in making up work missed during an excused absence.

Anticipated absences such as doctor appointments require advance written notification signed by a parent or guardian. Students who are ill should not attend school. This includes students who have any type of rash or have had a fever of 100 degrees or greater within the last 24 hours. If a student misses more than 3 days of school due to illness, a doctor's note is expected. Families are discouraged from taking family vacations that involve missing school. Students should be punctual. Any student entering school after the official starting time should report directly to the school office.

Parents are requested to schedule all appointments for their children after the regular school day. The school calendar may be checked for early dismissals that would allow earlier scheduling of appointments. If an appointment must be made during the school day, a parent should submit a note to the school office requesting such early dismissal. Parents may then pick up their child from the school office, signing out as to departure and, if necessary, as to return time.

Unexcused Absences/Truancy:

District 7's educational program is built on the premise that regular attendance is vital to a student's success in school. Regular school attendance is the responsibility of the parent. The student who is frequently absent misses class instruction, discussion and social interaction, even though written work is made up.

Definitions:

Valid cause for absence - A child may be absent from school because of illness, observance of a religious holiday, death in the immediate family (three days excused), family emergency, situations beyond the student's control as determined by the Board or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

Unexcused Absence - The following points will be considered when determining an unexcused absence:

- Parents will be allowed to report their child absent from school for a valid cause for up to ten (10) days during the school year without verification from a doctor.
- For any day a student is absent beyond the ten (10) days reported by a parent, there must be written verification from a doctor in order for it to be considered excused by the school.
- Without this doctor's verification, the absence will be unexcused and the student will be considered truant.

Truant - A "truant" is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or a portion thereof.

Chronic or Habitual truant - A "chronic or habitual truant" is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for ten (10) percent or more of the previous one hundred eighty (180) regular attendance days.

At all District 7 schools, on days students plan to participate in after-school activities, they must be in attendance at least 1/2 day.

Release Time for Religious Instruction/Observance

A student shall be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the Building Principal at least 5 calendar days before the student's anticipated absence(s). This notice shall satisfy the District's requirement for a written excuse when the student returns to school. State law requires that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

School Fees and Supplemental Expenses:

Families are required to pay a nominal school fee to assist the district in purchasing curriculum materials and technology. The School Fees are listed below:

| | |
|--------------------------|---------|
| Early Childhood | No Fees |
| Kindergarten — 2nd Grade | \$60.00 |
| 3rd — 5th Grade | \$65.00 |
| 6th — 8th Grade | \$90.00 |

An annual activity fee of \$25.00 will be assessed to junior high students who are involved in before and after school activities. This fee will assist in covering the cost of staff, materials, and transportation. Students must pay this fee in order to be eligible for early and late bus service.

An annual activity fee of \$25.00 will be assessed to elementary students who wish to take the early bus for band rehearsal. Fees for an upcoming academic year will be refunded for students who are withdrawn before the first student attendance day of the school year. On and after the first student attendance day, student fees for that academic year will not be refunded. Students will pay for loss of school books or other school-owned materials.

Waiving of School Fees:

A student shall be eligible for a fee waiver when:

- The student qualifies for a free lunch or breakfast under the National School Lunch Program. The Superintendent or designee will give additional consideration where one or more of the following factors are present:
- Illness in family
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Parents may request the Student Fee Waiver by completing a Fee Waiver request available from the Business Manager at the District Office.

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall 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.

Student Insurance:

All registered students in Wood Dale School District 7 are covered by student accident insurance. Students are covered during the hours and days when school is in session.

District Health Policies and Services:

The Illinois School Code requires that every child entering preschool for the first time, kindergarten and sixth grade have a physical examination and be immunized according to the schedules prescribed by the Illinois Department of Public Health. A dental examination is required for students entering kindergarten, second and sixth grade. An eye exam is required for students entering kindergarten. Health exams must have been completed within a year prior to the first day of school. Dental exams must be completed within 18 months of May 15th of the current school year. Vision exams are required by October 15th of the current school year and must have been completed within the previous 12 months.

Students transferring into District 7 must have a health record, including an Illinois physical examination, forwarded from the student's former school, or have a physical examination within 30 days of enrollment. A request for school records, with parental consent, will be sent to the student's former school. Any student transferring from outside the U.S. must have an Illinois physical examination on record with the district within 30 days. Students who do not adhere to the 30-day period will be excluded from school until compliance with the School Code is met. Students involved in junior high sports must have an annual physical as well.

Any parent who objects to the physical examination and/or immunization on religious grounds may submit a signed statement to the Board of Education.

A. Requirements, Screening and Immunizations:

1. Students will be allowed to attend school for up to 30 days without proof of physical examination and immunization.
2. Forms for physical, eye, dental examinations and immunization information are available in the school offices and online on the website.
3. Any student transferring into the school district must show proof of physical, dental, and eye examinations, and the required immunizations within 30 days of transfer into school.
4. If a student has a particular health problem, parents are expected to inform the health personnel and the teacher, in writing, of the condition.

5. The school district conducts vision and hearing screenings for students in preschool, kindergarten and second grade. Hearing screening only is offered to students in grades one and three, and vision screening only is offered to students in grade eight. Special education students, students new to the district, those with specific parent or teacher concerns, and children with known hearing losses are also screened.
6. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo a vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous twelve months.
7. Parents of students in Kindergarten, 2nd or 6th grade must present proof of a dental examination by May 15th. District 7 offers a dental screening each fall that satisfies this requirement.
8. Parents of students in Kindergarten must present a proof of a vision exam by October 15th.

B. Accidents and Illness at School:

Parents are required to provide emergency information for each child enrolled in a district school. If the parents cannot be reached, the emergency number listed on the child's card will be called. PLEASE BE CERTAIN THAT THE SCHOOL HAS AN EMERGENCY CONTACT THAT CAN BE REACHED AND THAT ANY CHANGES ARE REPORTED TO THE SCHOOL OFFICE IMMEDIATELY. Two (2) emergency numbers, which are not your own number, are required. Always leave word with someone as to where you can be reached during school hours.

When a student is injured or becomes ill while in school, the following action may be taken:

- Basic first aid measures.
- Child's parent may be contacted.
- Severe emergencies will be referred to the Wood Dale Police and/or Fire Dept. paramedic services.

C. Health Services:

A registered nurse is available in the district and can provide information regarding:

- Community health resources
- Special hearing screening at the DuPage County Health Dept.
- Special vision screening at the DuPage County Health Dept.
- Physical examinations
- Immunizations
- Eye examinations
- Glasses
- Dental care

D. Administering Medicines to Students :

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

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

No student shall possess or consume any prescription or non-prescription medication on

school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g. EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an IL Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or medication required under a qualifying plan.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine -injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his/her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's

school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.

3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

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

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

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

Void Policy

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funds.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimer

Upon implementation of this policy, the protections from liability and hold harmless provisions as applicable under State law apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of undesignated medications. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

E. Activity Participation:

Children well enough to attend school are expected to participate in all activities and to go outside for recess. A doctor's note is necessary if a child is to be excused from physical education or recess.

F. PLEASE REPORT ALL CASES OF COMMUNICABLE ILLNESS TO THE SCHOOL OFFICE.

Information will be considered confidential.

G. Students with Chronic Communicable Diseases:

Students with chronic communicable diseases will be provided educational services consistent with applicable federal and state law, rules and regulations. Parents must inform the District of all known student chronic communicable diseases so an appropriate educational plan can be prepared. Parents may wish to consult *Management of*

Chronic Infectious Diseases in Schoolchildren at: https://www.isbe.net/Documents/chronic_diseases.pdf for more information.

Sports Physicals:

In order for junior high students to participate in school athletics, they must have had a physical examination within thirteen (13) months of the conclusion of the sport's season. For example, the girls' basketball season runs from October to December. A student wishing to play girls' basketball must have had a physical completed after November 1st of the previous year.

It is recommended that all students planning to participate in athletics have a physical before the start of the school year.

General Safety:

Each building has developed procedures to ensure the safety of all students while they are in attendance. This includes having well developed safety and disaster drill procedures. Students are provided with supervision during all periods. During school hours all doors are locked. Visitors must ring the bell at the entrance closest to the office to enter the building and sign in. Visitors must wear a visitor identification badge while they are in the building.

The District 7 Emergency Procedures Handbook is reviewed annually with the Wood Dale Police and Fire Departments. Fire, tornado, intruder/lockdown, evacuation, earthquake, and bus drills are held in accordance with state law. Detailed procedures have been developed for each of these drills. Should you like more information regarding these drills, please contact the building principal.

Severe Weather:

The policy of School District 7 is to keep the schools open if at all possible. Should dangerous weather or other severe conditions require closing schools, the information will be communicated to families through a phone call from our automated calling system. Information will be placed on our web page at wd7.org and broadcast on local TV and radio stations.

In the event of a tornado warning, students go to designated safety areas of the buildings. If the warning comes at dismissal time, students will remain in the schools until it is deemed safe for them to leave. Parents are asked not to phone the school during these times, as it may interfere with outgoing emergency calls.

Telephone:

Telephone calls to the school requesting that messages from parents be delivered to students should be restricted to emergency situations. Student use of telephones will also be restricted to emergency situations.

Cell Phones:

Unless permitted by District 7 staff, cell phones must be powered off and kept out of sight and stored in the students' backpack or school locker during school hours, and at any school related event. Cellphones are not allowed in the junior high locker rooms or in locker rooms at away events.

Visitors/Volunteers:

All visitors will be required to identify themselves before entering the building. Visitors are required to report to the school office upon entering the building and may be asked to provide identification. Parents are encouraged to visit their child's classroom(s) during the school year by making an appointment with their child's teacher. The number and length of parent/parent advocate visits permitted will be left to the discretion of the building principal. All other visitors are discouraged from visiting classrooms, as it is disruptive to school programs.

If an article or message is to be relayed to a child, someone from the office will be present to perform this service.

CHILDREN WILL NOT BE ALLOWED TO LEAVE WITH ANY OTHER ADULT UNLESS PRIOR WRITTEN PERMISSION BY THE PARENT IS ON FILE IN THE SCHOOL OFFICE OR THE PRINCIPAL IS CONTACTED BY NOTE OR PHONE CALL FROM THE PARENT. ANYONE PICKING UP A STUDENT MAY BE ASKED TO PRESENT A PHOTO ID.

All adults who volunteer or work as resource persons in District 7 schools, including parents, will be screened on an annual basis prior to being allowed to work with students. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, will be prohibited from being a volunteer or resource person.

Accommodations for Individuals with Disabilities:

District 7 will make every attempt to provide individuals with disabilities an opportunity to participate in all school-sponsored services, programs, or activities. The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Individuals with disabilities are asked to notify the building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Dress Code:

Student's dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of health, safety, and decency. Students not in compliance will be expected to comply, and parents may be contacted for assistance in the matter.

Students are also encouraged to dress in a manner that is safe and appropriate for the weather, including outdoor activities. Students should have a pair of shoes available at school daily, since wearing snow boots instead of shoes will not be allowed inside school.

Student Social Events and Parties:

All school-sponsored social events for students require the approval of the principal in conjunction with rules and regulations developed by the superintendent. Three or four class parties may be scheduled during the school year by P.T.O. room parents and classroom teachers. Birthday treats may be distributed within the classroom under the direction of the teacher.

Employee Gifts:

Students and parents are discouraged from the routine presentation of gifts to district employees on occasions such as holidays. When a student feels a spontaneous desire to present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board of Education encourages the writing of a letter to staff members expressing gratitude or appreciation.

Terms and Conditions for Internet Use:

All use of the internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing and innovation, and communication. Upon enrollment all parents and students are required to sign the **Acceptable Use of Electronic Networks** and the **Google Workspaces Permission** forms. These documents will be kept in the student's file.

In part the "Authorization for Electronic Network Access" form states:

Acceptable Use of Internet: Access to the District's electronic network must be for the purpose of education or research, and be consistent with the District's educational objectives.

Privileges: The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in suspension or cancellation of those privileges.

Etiquette: Students are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to:

- Be polite. Do not become unkind or abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language
- Do not reveal personal information, including the addresses or telephone numbers of other students
- Recognize that all electronic communications (e-mail, google documents or any of the google apps for education) are not private. District administrators & Technology personnel have access to all these communications. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.

Staff members shall supervise students while they are using the District internet access to ensure that the students abide by the Terms and Conditions for internet access contained in the Authorization.

Each District network has a filtering device that blocks entry to visual depictions that are: a) obscene, b) pornographic, or c) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the superintendent or designee.

Parent Concerns:

The purpose of this section is to identify the order in which people should be contacted in an effort to solve a problem or answer a concern.

When a parent has a concern with something that has taken place with regard to grades, assignments, classroom procedures, subject content, the first person who should be contacted is their child's teacher. Most often these situations can be explained or remedied by the teacher.

If there is a continuing concern after contact with the teacher, the parent should contact the building principal who will attempt to resolve the situation. If after the building principal has had an opportunity to intervene and the parent feels there was not an adequate solution, the next step is to contact the superintendent.

As residents of the school district, you always have a right to discuss school matters and the educational process with any member of the Board of Education, but the teachers and administration should be contacted first for any day-to-day problems or concerns.

Student On-line Personal Protection Act (SOPPA)

As of July 1st 2021 schools in Illinois must comply with the Student On-line Personal Protection Act (SOPPA) which is designed to protect student data and privacy. Below is the Board Policy that pertains to this new law. Should any family wish to have more information regarding the process for data deletion they should contact the District 7 Technology Coordinator at the District Office. For more information families should refer to the Wood Dale School District 7 Instructional Technology & Student Data Privacy Resource Guide available on our website: [https:// www.wd7.org/Page/565](https://www.wd7.org/Page/565)

Use of Educational Technologies; Student Data Privacy and Security

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

The District and/or vendors under its control may need to collect and maintain data that personally

identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

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

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

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

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Operator Contracts

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

Security Standards

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

Parents' Right to Know:

In accordance with the Every Student Succeeds Act/PARENTS' RIGHT-TO-KNOW, this is a notification that parents of a student in a Title I school have the right to request and receive in a timely manner: (A) information regarding the professional qualifications of your student's classroom teachers, (B) information on instructional paraprofessionals and (C) the assessment policies within the district.

A. The following information may be requested about the professional qualifications of classroom teacher(s):

1. Whether the teacher has met Illinois teacher licensure requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Illinois qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.

In addition to the above information you will be notified if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification for licensure requirements at the grade level and subject area in which the teacher has been assigned.

B. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a Schoolwide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional directly supervised by a certificated teacher must meet the professional qualifications.

C. Districts and schools must provide, including posting on their respective websites in a clear and easily accessible manner information on each assessment required by the State and the district.

If you wish to request information concerning the qualifications of your child's teachers and instructional paraprofessionals, please contact the building principal.

Mandated Reporting – DCFS (Suspected Child Abuse)

Abused and Neglected Child Reporting - Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall; (1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873) (within Illinois); 217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any employee who believes a student is in immediate danger of harm, shall first call 911.

The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement. Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and/or information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THELOST (1-800-843-5678), or online at www.reportcybertip.org or www.missingkids.org. The Superintendent or Building Principal shall also promptly be notified of the discovery and that a report has been made.

Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, Educational Philosophy and Objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/ guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student

who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

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

The student's parent(s)/guardian(s) may:

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

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

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

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

- Book clubs, magazines, and programs providing access to low-cost literary products.
- Curriculum and instructional materials used by elementary schools and secondary schools.

- Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
- The sale by students of products or services to raise funds for school-related or education-related activities.
- Student recognition programs.

III. SERVICES

Multi-Tiered Systems of Support (MTSS):

The MTSS process has been implemented at each school to screen, assess, identify, plan for, and provide interventions to any student at risk of school failure due to academic or social/emotional needs.

Should you require additional information, please contact the building principal.

Special Education Services:

A comprehensive special education program has been developed to provide services to children ages 3 through 14 who have exceptional needs. The district conducts its own programs for children with special education needs. These programs are designed to meet the individual needs of all children with the goal of educating children with special education needs in the Least Restrictive Environment. Special education instruction may be provided in an inclusionary setting or through consultative, resource or self-contained programs.

Children age birth to three years with developmental or special education concerns are serviced through Child Family Connections and/or the district's Early Intervention Program. Please contact Kelly Gould at 630-694-1174 should you need further information regarding these programs.

The district is a member of the North DuPage Special Education Cooperative, most often referred to as NDSEC. Through this organization, certain students may attend special classes in cooperating districts. These classes are specifically designed for students who have hearing, vision, intellectual, social/emotional, physical or multiple special needs. As space permits, District 7 houses some of these special classes as part of our responsibility as a member of NDSEC.

The district also places students in private schools when their needs cannot be met in the existing public school programs.

The administration office, has on file, district procedures for the identification, evaluation and special education placement of exceptional children. The Procedural Safeguards For Parents/Guardians of Students with Disabilities; policy for the collection and use of confidential information; and special education records are also available. Contact the office if you wish to review this information.

Parents may request a case study for their child, an evaluation or other special services by contacting the building principal. Contact the Early Childhood Education Center (630- 694-1174) if the child is of preschool age.

Those students with disabilities who do not qualify for an IEP may qualify for services under Section 504 of the 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.

Students with disabilities may receive related services as part of their individual education plans (IEPs). Wood Dale District 7 will maintain related service logs that record the type and number of minutes of the related service(s) administered to each student. Copies of any related service logs will be available to the parents, guardians at their child's annual review IEP meeting. Parents/guardians of students with disabilities may also request copies of their child's related service logs.

Social Work Services:

From time to time students who are dealing with an emotional event in their lives (a death or divorce in the family) may require temporary support from a social worker. All students, regardless of whether or not they receive special education services, are eligible to receive social work services. Please contact your child's principal should you believe your child is going through a period when he/she would benefit from social work services.

Homebound Tutoring:

A student unable to attend school, or whose physician anticipates that the student may be unable to attend school, because of a temporary or long-term medical disability may be eligible to receive homebound tutoring. Contact the school office for further information.

Early Childhood Services:

District 7 is proud to offer to Wood Dale residents two programs that serve infants, toddlers, and preschoolers. These programs are funded through grants the district receives from the State of Illinois.

Through the Preventive Initiative Grant the district offers a birth to age 3 early intervention program that is available to all families residing in District 7. Parent Educators are trained to provide vision, hearing, and general development screenings for infants to children 3 years of age. The Parent Educators make periodic home visits to provide general advice and answer questions regarding the development of infants and toddlers. Parent Educators can also assist parents in securing appropriate resources and links to community services for children and families. Please phone ECEC at (630-694-1174) if you or someone you know is interested in any of these services. This program is free.

Through the Preschool For All Grant the district offers a half-day program for eligible children (ages 3 and 4) residing within the District 7 boundaries. Children must meet eligibility requirements and are invited to register for preschool screenings that are held throughout the year. The screening consists of a parent interview, an assessment of development (language skills, social/emotional, school readiness, fine/gross motor skills) and a vision/hearing screening and English proficiency screener for families who speak another language in their home.

The Preschool For All Program is a half-day, 5 day a week program that is free with busing provided. The focus of the program is to prepare children to be life-long learners through a curriculum that uses play-based, experiential learning. Emphasis is placed on preparing children to be ready to enter kindergarten. Children are not required to be toilet trained to attend the program. Please phone the Early Childhood Center at (630-694-1174) should you like to schedule an appointment or if you have any questions.

Kindergarten:

The District maintains a full-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law. The District also offers a half-day Kindergarten for those families who request a half-day program.

Power Hour:

District 7 offers the Power Hour afterschool program for students in 2nd - 8th grade. Power Hour meets 2-3 days a week after school. The district provides transportation for students participating in Power Hour. The Power Hour Program is designed to support students in developing study skills and positive work habits. Staff members recommend students to participate in the program. Parents of students who have been selected for the Power Hour Program are required to attend two parenting classes during the time their child is enrolled in the program.

Breakfast & Lunch Program:

The school district offers a comprehensive breakfast and lunch program. Breakfast is provided at the start of the school day at the cost of \$1.30. Lunches are provided midday at the cost of \$2.85.

Children may bring a bag lunch and purchase milk for \$.55. Students may go home for lunch if they are picked up and signed out of school by their parent/guardian.

Information as to lunch periods and menus are available through the school office and posted on the district website. Information about free breakfast/lunch applications will be given to students at the beginning of the school year. Parents are asked to:

- Discuss table manners and appropriate lunchroom behavior with their children.
- Discuss appropriate attitudes toward lunchroom and playground supervisors.
- Refrain from including energy drinks or soda in lunches sent from home.

Students who do not comply with acceptable rules of behavior during the lunch and playground periods will be given alternative opportunities and/or retaught expectations for participation.

Eligibility for Free and Reduced Meals:

Information about free breakfast/lunch applications will be given to students at the beginning of the school year, or upon enrollment. A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

Transportation:

All children attending Wood Dale School District 7 and meeting the eligibility requirements for bus transportation prescribed by the district are entitled to ride the school buses. Any misconduct by a student, which in the opinion of the bus driver and with concurrence of the building principal is detrimental to the safety and welfare of the other students or to the safe operation of the school bus, will be sufficient cause for suspension of a child's privilege to ride the bus. If, in the driver's and building principal's judgment suspension is in order, the procedures relating to suspensions as adopted by the Board of Education shall be followed.

It is the policy of the Board of Education of the Wood Dale School District to provide bus service for students who qualify according to distance (defined as lineal walking distance along a street) over:

- 5/8 mile for kindergarten and grade one
- 6/8 mile for grades two and three
- 7/8 mile for grades four and five
- One mile for grades six, seven and eight

The following rules have been established to avoid confusion and possible overcrowding of buses:

1. Students may not change buses to ride to another location.
2. Non-bus riders may not ride the bus to go home with friends or to attend meetings, etc.
3. If students at the elementary level are not to take a bus on a particular day or are to be picked up by a parent or are to walk home, parents must send a note to the school office.

Field Trips:

Classes may take educational field trips during the year. Students will be transported in school district approved carriers under teacher supervision. Notification/permission slips will be sent home with students, signed by a parent or guardian and returned to school. Students, who do not have a permission slip signed by a parent/guardian, will not be allowed to attend field trips.

Parents are often times requested to chaperone a field trip. Should a parent agree to chaperone they are not allowed to bring any preschool children or other children along on the field trip. Parent chaperones are needed to supervise the students on the trip and no other children may accompany the group. Parent chaperones are expected to ride the bus to and from the field trip destination along with the students and staff. Parent chaperones are expected to follow the

directions of the teacher while on the field trip. Parent chaperones will be required to go through the volunteer screening process.

The purchase of gifts or food for students is not permitted. The use of cell phones for personal business while on a field trip is discouraged.

In-District Field Trips:

Field trips within the district boundaries are occasionally planned to enhance the educational programs for students. Some of the destinations can be reached by walking and others require students to take a district bus for a short distance. Some of the destinations include: Center for the Arts, Fire Department, Library or Police Department. If you do not want your child to participate in these trips or would like written notification prior to each trip, please contact your child's teacher in writing with this request.

Lost and Found:

There is a designated area for lost and found items in each school. Children are encouraged to deposit articles they find and check for articles they lose. Since many items go unclaimed, parents are encouraged to sew or mark their child's name on personal clothing and items.

Pictures:

Student pictures are taken annually by a professional photographer. There is no obligation for purchase.

Sports:

Wood Dale Junior High School belongs to the Northwest DuPage Middle School Athletic Conference. As a member of this conference, interschool athletics are provided for our students. The conference has six member schools and teams from these schools compete in basketball, cross country, track and volleyball.

The intramural activities are an "after school" program of recreational sports, games and other related activities open to all junior high school students. This provides students an opportunity to practice skills they have learned during the regular physical education classes. The intramural program helps to develop productive use of leisure time, physical fitness and social interaction. **Students who participate in athletic teams and intramurals and intend to use the activity buses are required to pay an annual \$25.00 activity fee.**

Clubs:

The junior high offers multiple opportunities for students to join clubs. The clubs begin and end at different times throughout the year and are all directed by the teaching staff. Parents may check the school calendar on junior high website for dates and times of club meetings. **Students who participate in clubs and intend to use the activity buses are required to pay an annual \$25.00 activity fee.**

Translators:

Should parents/guardians require a translator for a parent meeting or teacher conference, they should notify the principal or their child's teacher in advance of the meeting, regarding this need. Every effort will be made on the part of the school staff to secure a translator to be present at the meeting.

IV. CURRICULUM

Courses of Study:

Elementary subjects include English Language Arts, Social Science, Science, Mathematics, Social Emotional Learning Standards, Physical Development and Health, and Fine Arts. Spanish is offered through the dual language program. Parents must complete an application in order for

their child to be considered for entry to the program. For more information please contact Ms. Elvia Villalobos, ELL Coordinator.

Junior High includes the above courses plus Life Management and Science, Technology, Engineering, and Math (STEM).

Band and Chorus Programs are available to students in grades four through eight. Questions may be directed to the Band and Chorus directors at Westview or Wood Dale Junior High. Technology is integrated into the curriculum throughout the grades during the regular school term and summer school. Students are issued a device to be used at school and at home. See technology sections for additional information.

Homework:

Homework is assigned to complement, supplement and reinforce classroom teaching and learning. The teacher will assign this work subject to each individual and classroom need.

Parents should encourage students to fulfill the requirements in this regard. Completion of homework ensures that students are prepared for their instructional day by practicing concepts that have already been taught but need to be refined.

State Testing:

Illinois students in grades 3-8 are required to participate in State testing. Students qualifying for English Learner (EL) services are required to participate in the ACCESS testing. Students in kindergarten participate in the KIDS assessment.

Schoolwide Enrichment Model (SEM):

District 7 employs the Schoolwide Enrichment Model (SEM) (Renzulli 1977; Renzulli & Reis, 1985, 1997) to meet the needs of high-achieving, high-potential students. The SEM is widely implemented throughout the nation as an enrichment program used with academically accelerated and talented students and an enrichment approach for all schools interested in high-end learning and developing the strengths and talents of all students. The major goal of the SEM is the application of accelerated education teaching methods to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students, or acceleration for select students, through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations. These studies also suggest that the pedagogy of the SEM can be applied to various content areas resulting in higher achievement when implemented in a wide variety of settings, and when used with diverse populations of students including high ability students with learning disabilities and underachievers.

Should you have additional questions, please contact the LMC Director/SEM Consultant or the building principal at your child's school.

Accelerated Placement Program

Wood Dale District 7 supports the development of talents for all students including those with disabilities and those from economically disadvantaged and/or culturally/linguistically diverse families. If a student has been identified by the teachers at their school as being able to benefit from accelerated placement to meet the student's learning needs beyond the scope of differentiation, the following types of acceleration are offered for students.

Early Entrance to Kindergarten and First Grade

Children demonstrating advanced pre-academic skills may be referred for consideration for early entrance to kindergarten or first grade by their parents/guardians. This process can be initiated by parents contacting the building principal to set up a meeting to discuss the early entrance process.

In applying for grade level acceleration, all requests are due to the District Office between March 1st-June 15th of each year. The final decision for acceleration is made by the school district team.

Elementary Subject Acceleration

Subject acceleration (K-5) in Language Arts and/or Mathematics are available. Students who consistently exceed grade-level learning standards in either of these subjects may be referred for consideration by their teacher or parents/guardians. The first part of the process involves a review of assessments and other evidence collected from classroom observations. In cases in which it is determined that differentiation is not sufficient to meet the child's learning needs, the acceleration process can move forward. The final decision for acceleration is made by the school district team.

In cases of referrals for single subject acceleration, parents are notified by the Schoolwide Enrichment Consultant (SEMC) if the child is placed in another grade level classroom for instruction. Parents have the option to decline the request by providing the SEMC with a denial letter. Most single subject acceleration takes place in the child's regular classroom and, in some cases, the Library Media Center.

Elementary Grade Acceleration

In rare circumstances, whole grade acceleration is an option for K-5 students. Students who significantly exceed grade-level learning standards in all core curriculum subject areas may be considered. The referral for consideration may be initiated by the teacher or parents/guardians. This process begins with a review of assessments and other evidence collected from classroom observations. Parents are invited to meet with the teacher, building principal, and curriculum director to review the process for acceleration. The final decision for acceleration is made by the school district team.

Middle School Subject Acceleration

Beginning in 6th grade, students who meet established criteria may participate in accelerated coursework in mathematics. The Measurement of Academic Progress (MAP) assessment trend data, an algebra readiness assessment, and teacher referral are reviewed to identify eligible students. Parents are notified by the building principal if a student is recommended for acceleration.

Subject acceleration in English Language Arts (ELA) is also available. Students who consistently exceed above grade-level standards in ELA may be referred for consideration by their teacher or parents/ guardians. The first part of the process involves a review of assessments and other evidence collected from classroom observations. In cases in which it is determined that differentiation is not sufficient to meet the child's learning needs, the acceleration process can move forward. The final decision for acceleration is made by the school district team.

In cases of referrals for single subject acceleration, parents are notified by the Schoolwide Enrichment Consultant (SEMC) if the child is placed in another grade level classroom for instruction. Parents have the option to decline the request by providing the SEMC with a denial letter. Most single subject acceleration takes place in the child's regular classroom and, in some cases, the Library Media Center.

Intervention Services:

Intervention services are provided for students experiencing difficulties in reading and/or math. Participation in the program is based on assessment results and teacher recommendation. Further information can be obtained from the building principal.

Sexual Abuse Prevention/Personal Body Safety Curriculum:

District 7 is required, by Illinois State law to provide no less than one age-appropriate lesson per school year to instruct students to (a) recognize and report sexual abuse, and (b) focus on methods to reduce students' vulnerability to sexual abuse. Parents of students in grades Pre K-8 will be given at least 5 days written notice before instruction on avoiding sexual abuse begins. Upon request, parents will be provided the opportunity to preview the curriculum used for instructional purposes.

Signs & Symptoms of Child Sexual Abuse:

The warning signs and symptoms of child sexual abuse may vary from child to child. Children have different ways of coping with abuse and the signs often depend on each child's characteristics and environment. Parents have the responsibility to keep their children safe. One way parents can do this is by observing the behaviors and interactions of their children at home and with their friends. Please keep in mind the following warning signs and possible indicators of sexual abuse. If you suspect a child is being abused in any way, call the DCFS Child Abuse and Neglect Hotline at 1-800-25-ABUSE (1-800-252-2873).

Physical indicators of sexual abuse:

- Reports sexual abuse by a parent or another adult caregiver
- Has difficulty walking or sitting
- Has a sudden weight change
- Has frequent somatic complaints, stomach or head ache, sore throat
- Suddenly refuses to change for gym or to participate in physical activities
- Has sudden negative change in appearance
- Has frequent urinary or yeast infections not explained by medical condition or treatment
- Becomes pregnant or contracts a venereal disease, particularly if under age fourteen
- Runs away

Behavioral indicators of sexual abuse:

- Shows sudden changes in behavior or school performance
- Is inappropriately seductive
- Has sophisticated knowledge or interested in sexual activity and behaviors beyond same age peers
- Perpetrates sexual activity with another child, particularly a younger or more vulnerable child
- Is overly protective of siblings
- Avoids a specific person without an obvious reason
- Talks a lot about an adult
- Is threatened by physical contact, closeness
- Is always watchful, as though preparing for something bad to happen
- Comes to school early, stays late, and does not want to go home

Additional indicators for adolescent victims of sexual abuse:

- Is self-destructive
- Is considered promiscuous
- Abuses drugs or alcohol
- Self mutilates or attempts suicide
- Develops an eating disorder
- Runs away

| Counseling & Resource Name | Area | Phone |
|--------------------------------------|---|----------------------------------|
| DCFS Child Neglect and Abuse Hotline | Child physical abuse, emotional abuse, sexual abuse, and neglect. | 1-800-25-ABUSE (1-800-252-2873). |
| DuPage County Children's Center | Child Sexual Abuse | 1-630-407-2750 |

| | | |
|--|---|------------------------------------|
| YWCA | Sexual Assault Suport and Resources | 1-630-971-3927 |
| National Sexual Assault Hotline 24 hour crisis line | Sexual Assault | 1-800-656-HOPE (1-800-656-4673) |
| Northeast Dupage Family and Youth Services | Mental Health Counseling and Case Management Services | 1-630-693-7934 |
| DuPage County Health Department and Crisis Services 24 hour crisis line | Mental Health Counseling | 1-630-627-1700 |
| Community Resource Information Service (DuPage County) | Provides mental health resources and any other needs | 1-630-407-6500 1-800-942-9412 |
| AMITA Health Alexian Brothers Behavioral Health Hospital 24 hour access | Free Behavioral Health Screener | 1-800-432-5005 |
| Streamwood Behavioral Healthcare System 24 hour access | Free Behavioral Health Screener | 1-630-837-9000 |

Dual Language Program:

District 7 offers a dual language program beginning in Kindergarten. Families may attend the Dual Language information meeting and must apply for the program by completing an application for enrollment. Contact Ms. Elvia Villalobos, EL Coordinator, for the Dual Language consent form. Applications and more information about the program can also be found on the district website.

Multilingual Programs:

Dual Language and English as a Second Language (ESL) education programs are provided for English Learners (EL) in all areas of instruction. Students are screened and placed in the program based on test results. Additional language support is given by placing students in blended classrooms with an ESL and/or Dual Language endorsed teacher.

Other language supports are given through the co-teaching model where a bilingual and a classroom teacher collaborate during instruction. Depending on the academic needs of the students, some students are also pulled out of the classroom for small group instruction. Should parents have questions regarding EL services, they should contact the EL Coordinator, Ms. Elvia Villalobos at 630-694-1174.

Curriculum Materials:

Materials provided to students for learning, including technology equipment are the property of District 7. Students are responsible to properly care for these materials. Fines will be assessed for damaged or lost school materials.

As part of the District 7 one to one technology device program, each parent/guardian must agree annually to the Mobile Device Permission and Acceptable Use Form, prior to their child being issued a device for the year.

Prior to issuing a technology device to a student to take home and/or allowing a student to bring a technology device to school, written parent permission must be obtained.

Reporting Student Progress and Promotion:

Student progress can be viewed at any time via Otus by signing up for a parent account. If you

have not created an account, you will need your child's access code to create it. Contact your child's teacher or building secretary to obtain the code. By creating an account, you will be able to communicate with your child's teacher, view your child's assessment results, and do various other tasks in real-time using one common system. Otus has built-in live support within their system and they respond quickly. At any time, if you should need support, we encourage you to contact them via the support feature. Additionally, a free mobile app is available to be downloaded after you create your account. Since you are able to view your child's progress online at any time, we will not be sending home paper reports, and some paper assessments or lessons. Otus takes student data and privacy seriously by adhering to COPPA (Children's Online Privacy Protection Act), being a signatory of the Student Privacy Pledge (<https://studentprivacypledge.org/>), and working diligently to ensure that student information is only used to support the learning goals of your child. For further information, Otus' privacy policy can be found by visiting <https://otus.com/support/privacy-policy/>.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on state assessments, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted. Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

Wood Dale School District uses standards-based learning (SBL). SBL assesses how students are progressing toward grade level/standards (criterion-referenced) rather than grading how an individual student performs against an average student. Therefore, students are being compared to learning standards and not to each other. Since the specific articulated learning standard tells a student much more about what he/she should be learning, the path to growth is clearer than simply receiving a percentage grade or letter grade without explanation.

SBL marks indicate how your child is performing toward mastery of end of year grade level learning standards. The purpose of SBL is to accurately communicate what best describes the student's level of performance at a point in time.

Parent/Teacher Conferences:

Regularly scheduled conference dates have been established. All parents are requested to participate in conferences and to keep in close contact with their child's teacher at all times. Communication should be made early and throughout the school year if a child is having any difficulty. Conferences should be scheduled to take place before, during or after school at a time convenient for both parent and teacher.

Protective Eyewear:

Protective eye devices shall be required to be worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical or combined chemical physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

Animal Dissection:

Students have the right to refrain from performing, participating in, or observing dissection of an animal. The only course in District 7 that contains a dissection is in 5th grade and the students dissect owl pellets. If the student does not want to participate, an alternative project will be assigned.

Kelvin Education Surveys:

In order to learn more about student experiences, the District is partnering with Kelvin Education to conduct district-wide student surveys. Through these surveys, the district will gain valuable information about the social-emotional needs of our students and the climate and culture of our schools. The results of these surveys help inform both school-based and district-wide initiatives to support the social and emotional health of our community. Surveys, like these, are used by

schools across the country.

The surveys gather information on the following:

Student/Family Engagement

Social-Emotional Learning

School Climate

Teacher/Student and Family Relationships

If you are interested in learning more about the research and findings that support these studies and data collection, please take a look at a recent brief from Penn State on The Integration of Two Approaches: School Climate and Social and Emotional Learning.

A majority of survey questions will be integrated into the students' regular assignments and school tasks to minimize the loss of instructional time. On rare occasions, students will be given separate surveys but these surveys will be brief.

The Protection of Pupil Rights Amendment is a Federal law that requires us to notify parents ahead of time about the survey and give them the opportunity to review it in advance so they can let us know if they do not want their child to take part. A copy of the survey questions can be provided upon request.

If you choose to not have your child(ren) participate in the surveys, you will need to opt out by providing a note to the school office.

If you have any questions, please don't hesitate to contact your building principal.

V. ORGANIZATIONS

Parent Teacher Organizations:

The Wood Dale Parent Teacher Organization (PTO) in each of the schools actively strives to help parents and teachers cooperate in the education of the students. PTO programs support many of the district programs. PTO meetings provide a format for parents to informally discuss issues and concerns they may have regarding their child's school.

Bilingual Parent Advisory Committee (BPAC):

The Bilingual Parent Advisory Committee (BPAC) is a committee comprised of parents of children in the Transitional Bilingual Education (TBE) program (Dual/ESL) and other community members. The purpose of this committee is to communicate with families about the program and to give them the opportunity to voice their experiences and provide ideas for improvement. The committee meets four times a year and participates in the planning and evaluation of the TBE program. Parents on this committee will also benefit from parent education presentations and support. All parents of students in the TBE program are invited to become members of the committee. For more information please contact: Ms. Elvia Villalobos, ELL Coordinator.

VI. STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) afford parents certain rights with respect to their student's educational records. They are, in part, as follows:

- The right to inspect and review the student's education records within a reasonable time after the district receives a request for access. A parent/guardian should submit to the records custodian, principal, or other appropriate official, written requests that identify the record(s) he/she wishes to inspect. The district official will make arrangements for access and notify the parent/guardian of the time and place where the records may be inspected. If the records are not maintained by the district official to whom the request was submitted, that official shall advise the parent/guardian of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the parent/

guardian believes is inaccurate or misleading. A parent/guardian may ask the district to amend a record that he/she believes is inaccurate or misleading. He/she should write the district officials responsible for the record, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate or misleading.

- If the district decides not to amend the record as requested by the parent/ guardian, the district will notify the parent/guardian of the decision and advise the parent/guardian of his/ her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA or ISSRA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as follows: a person employed by the district in an administrative supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the district has contracted (such as an attorney, auditor, or collection agent); or a person serving on the board of education.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
- Upon request, the district discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

The rights of parents and students regarding student records are as follows:

- "Student Permanent Record" means the minimum personal information necessary to a school in the education of the student and contained in a school student record. Such information includes:
 - Students' and parents' names and addresses, date of birth, place of birth, and gender;
 - Grades, class rank, graduation date, grade level achieved, and scores on college entrance exams;
 - Attendance records;
 - Accident reports and health record;
 - Record of release of student permanent record information.

Permanent records will be maintained for a period of sixty years following the student's graduation, transfer, or permanent withdrawal from the school. The principal is the official records custodian for the building.

- "Student Temporary Record" means all information contained in a school student record but not required to be in the student permanent record. Such information includes: - Family background information;
 - Intelligence and aptitude test scores;
 - Psychological evaluation reports and intelligence and personality tests;
 - Elementary and secondary achievement level test results;
 - Participation in extra-curricular activities including any offices held in school-sponsored clubs or organizations;
 - Honors and awards received;

- Teacher anecdotal records;
- Disciplinary information, including information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment or sanction;
- Special education files;
- Verified reports from non-educational persons, agencies or organizations;- Other verified information of clear relevance to the education of the student; and - Record of release of student temporary record information.

Temporary records for all students will be maintained for a minimum of five (5) years following the student's graduation, transfer, or permanent withdrawal from school.

The parents of any student who has graduated, transferred or withdrawn from school, including special education students, and/or the student him/herself if he/she has turned 18 years of age, may request the information contained in the temporary file by contacting the building principal.

- Except as provided in FERPA and ISSRA, any release of or access to student records shall require written consent of the parent or legal guardian. A parent or student may not be forced to release information from student records in order to secure any right, privilege, or benefit, including employment, credit, or insurance. A record of information released will be maintained.

■ Parents and legal guardians have the right to inspect and challenge the accuracy, relevance, and/or propriety of any student record entry, exclusive of course grades. The procedure of challenge is as follows:

- The parent and/or legal guardian must prepare a written statement that identifies the following: the entry being challenged; the reason it is being challenged; and the desired outcome.
- The parent or legal guardian must request an informal conference with the principal. Such a conference must be held within fifteen (15) school days of the request.
- If satisfaction is not reached, the parent or guardian must request a formal review by the Superintendent of Schools. Such a conference must be held within fifteen (15) days of the request, and a decision must be rendered within ten (10) school days of the conference.
- If resolution is still not reached, the parent or legal guardian must request a review by the Superintendent of the Educational Service Region. The decision of the appeal shall be final.

■ *The Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that

School District 7, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, School District 7 may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations, such as the District PTO or the yearbook publisher, without a parent's prior written consent. The primary purpose of directory information is to allow School District 7 to include this type of information from your child's education records in certain school publications. Examples include:

- Recognition in a School Newsletter;
 - Photograph in Newsletter, Calendar or Website;
 - The Yearbook;
 - Student Recognition Lists;
 - Graduation/Holiday/Band/Choral Programs
- The following is designated as directory information and may be released to the general public, unless the parents request that any or all such information not be released: student's name and address; grade level; birth date and place; parents' names, home phone number and addresses; information on participation in school-sponsored activities and athletics; achievements; and period of attendance in the school. **A parent or student who wishes to**

have this information or any reproduction of the student's photograph, image, voice, film, or other recorded image excluded from publication of any sort, may do so by notifying the principal in writing. Failure to submit such request in writing shall release the Wood Dale School District, their officers, employees, agents, representatives, or their assignee, or designees from any claim or liability for invasion of privacy, libel, slander, or other course of action with respect to publication, distribution, or use of such photograph, image, voice, film, other recorded image, or any reproduction or prints thereof.

- Parents have the right to inspect and copy information contained in the student's record. There will be a small charge for copies, not to exceed 35 cents per page. This fee will be waived for those unable to afford such costs.
- The Illinois School Student Records Act allows student records to be disseminated to a SHOCAP (Serious Habitual Offender Comprehensive Action Program) committee for the purpose of identifying serious habitual offenders and matching them with community resources.
- Copies of the laws, rules, and regulations on student records are on file with the principal and the superintendent of the district.
- No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Act.

VII. EQUITY

Equal Educational Opportunities:

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

Sex Equity:

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

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*.

VIII. SEXUAL HARASSMENT

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 or 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.

IX. TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURE

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

Title IX Sexual Harassment Prohibited

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s educational program or activity; or
3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

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

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Prevention and Response

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

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

Making a Report

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

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

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

John W. Corbett, Ed. D.
Superintendent
543 N. Wood Dale Rd.
Wood Dale, IL 60191
jcorbett@wdsd7.org

Processing and Reviewing a Report or Complaint

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

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

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

productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

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

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

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in

sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

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

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

X. TEEN DATING VIOLENCE

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. The term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. As part of its comprehensive health education program, the district curriculum incorporates age-appropriate instruction regarding the topic of Teen Dating Violence in grades 7 and 8. For more information please contact the Wood Dale Junior High Principal or refer to the Board Policy 7:185. Accessible through our website www.wd7.org.

Procedures for Processing Discrimination Complaints:

Students are encouraged to report claims or incidences of discrimination, intimidation, 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, Assistant Building Principal or Complaint Manager(s) for appropriate action.

Complaint Managers:

| | |
|---|---|
| Merri Beth Kudrna 543 N. Wood Dale Road Wood Dale, IL 60191 Telephone (630) 595-9510 | Alan Buttimer 200 N. Addison Road Wood Dale, IL 60191 Telephone (630) 766-8040 |
|---|---|

All inquiries regarding the School District's compliance with any of the above laws can be directed to the Superintendent of Schools.

XI. SUICIDE AND DEPRESSION AWARENESS AND PREVENTION PROGRAM

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

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/23.163(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, Staff Development, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by 105 ILCS 5/10-22.39 for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
 - b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
 - a. Board policy 6:65, Student Social and Emotional Development, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - b. Board policy 6:270, Guidance and Counseling Program, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.
 - c. Board policy 7:250, Student Support Services, implementing the Children's Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s)

established through Board policy 7:250, Student Support Services.

5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, Guidance and Counseling Program, and Board policy 7:250, Student Support Services, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

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

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

National Suicide Prevention Lifeline – Hours: Available 24 hours. Languages: English, Spanish. 1-800-273-8255 – Options For Deaf + Hard of Hearing 1-800-799-4889

XII. STUDENT BEHAVIOR AND DISCIPLINE

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

When and Where Conduct Rules Apply

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

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

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

Prohibited Student Conduct

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

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

Students who are under the influence of any prohibited substance are not permitted

- to attend school or school functions and are treated as though they had the prohibited substances, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a “weapon” as that term is defined in the Weapons section below.
 5. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
 6. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a district staff member’s request to stop, present school identification, or submit to a search.
 7. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
 8. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
 9. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive expression of gender or sexual orientation or preference.
 10. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
 11. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s personal property.
 12. Entering school property or a school facility without proper authorization.
 13. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
 14. Being absent without a recognized excuse; State Law and School Board policy regarding truancy control will be used with chronic and habitual truant.
 15. 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 be a member.
 16. Being involved in gangs or gang-related activities, including the display of gang symbols or paraphernalia.
 17. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
 18. 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 that 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.
 19. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

20. 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, or backpack; (c) in a school’s student locker, desk, or other school property; or (d) at any location on school property or at a school sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or 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. 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 psycho-stimulant medication to the student.

Disciplinary Measures

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

1. Notifying parent(s)/guardians(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension - The building principal or a designee shall ensure that the student is properly supervised.
7. After school study or Saturday study provided the student’s parent(s)/guardian(s) have been notified. If transportation arrangements cannot be agreed upon, an alternate disciplinary measure must be used. The student must be supervised by the detaining teacher or the building principal or designee.
8. Community service with local public and nonprofit agencies that enhances community effort to meet human, educational, environmental or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband: confiscation and temporary retention of personal property that was used to violate school disciplinary rules.
10. Suspension of bus riding privileges, in accordance with Board Policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities. In accordance with Board Policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board Policy 7:210, *Expulsion Procedures*. A student

who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), “lookalikes”, alcohol or weapons, or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

Isolated Time Out, Time Out, and Physical Restraint

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

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 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, billy club, or any other object if used or attempted to be used to cause bodily harm, including *lookalikes* of any *firearm* as defined above.

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

Re-Engagement of Returning Students

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

Required Notices

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

a report, the building principal or designee shall immediately notify the local law enforcement agency, IL Department of State Police (ISP), 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 licensed educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

Suspension Procedures:

In-School Suspension

The District in-school suspension program includes the following components:

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

Out-of-School Suspension

The District out-of-school suspension procedures includes the following components:

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

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

Expulsion Procedures:

The District expulsion procedures include the following components:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspensions.
 - e. State that the The School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or

of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

Behavioral Interventions for Students with Disabilities:

The District has developed policy and procedures for behavioral interventions for special education students based upon guidelines set forth by the Illinois State Board of Education. Parents of special education students will receive copies of the policy and procedures at their initial placement staffings, their annual reviews, or as necessary. Parents of transfer students with active IEPs will receive copies of the District's policy and procedures, following registration.

XIII. PREVENTING 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, 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 non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

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

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 requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Non-Discrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual

or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

John Corbett
543 N. Wood Dale Rd.
Wood Dale, IL 60191
jcorbett@wdsd7.org
630-595-9510

Complaint Manager:

Merri Beth Kudrna
543 N. Wood Dale Road
mkudma@wdsd7.org
(630) 595-9510

Complaint Manager:

Alan Buttimer, Principal
200 N. Addison Rd.
Wood Dale, IL 60191
abuttimer@wdsd7.org
630-766-8040

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - 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 reported 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/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. 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), and must be provided periodically throughout the school year to students and faculty.
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 Behavior. 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.

XIV. SEX OFFENDER INFORMATION

Illinois school districts are required to inform parents of where they can obtain information regarding any registered sex offenders who live within the boundaries of the school district. Parents interested in accessing information regarding registered sex offenders are referred to the Illinois State Police website: www.isp.state.il.us/sor/ and the National Sex Offender Public Website: www.nsopw.gov/core/conditions.aspx, Illinois Statewide Child Murderer and Violent Capital Offender Against Youth Registration <http://www.isp.state.il.us/cmvo>.

XV. ARTICLES NOT TO BE BROUGHT TO SCHOOL

Objects brought to school which create a hazard to student safety or cause general interference or disruption of the educational process are prohibited.

Students should not bring items of value to school. District 7 will not be held responsible for losses.

ANIMALS ARE NOT ALLOWED ON SCHOOL GROUNDS DURING SCHOOL HOURS.

XVI. SEARCH AND SEIZURE

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

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

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

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

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

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

Immediately following a search, a written report shall be made by the school authority who conducted

the search, and given to the Superintendent.

Seizure of Property

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

Students and parents/guardians have the following right in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

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

XVII. ASBESTOS

An asbestos management plan is available for public inspection in each school office and at the district's administrative office. The management plan is available, without cost or restriction, for inspection by the public.

XVIII . PESTICIDE & LAWN CARE PRODUCTS APPLICATION NOTIFICATION PROGRAM

The Illinois General Assembly has passed legislation requiring that public schools shall notify registered parents/guardians and school employees at least 2 business days prior to any pesticide application on school property, except in the case of an emergency. The term "pesticide" includes insecticides, herbicides, rodenticides, and fungicides. The notification requirement extends to both indoor and outdoor pesticide applications. Excluded from the notification requirement are antimicrobial agents (such as disinfectants, sanitizers or deodorizers), insecticide baits, and rodenticide baits.

Registered parents/guardians and school employees will be notified at least 4 days in advance of the application of any lawn care product.

Wood Dale School District #7 will establish, on an annual basis, a registry of people who wish to be notified. To be included in this registry, please submit your request in writing, annually, to Mr. Gus Gonzalez, Director of Buildings and Grounds, Administrative Office, 543 N. Wood Dale Rd., Wood Dale, Illinois 60191. Any other questions you have regarding the District's pest management practices may also be addressed to the Director of Buildings and Grounds, at (630) 595-9510.

XIX. DRUG AND ALCOHOL FREE WORKPLACE: E-CIGARETTE, TOBACCO, AND CANNABIS PROHIBITION

Smoking or use of any tobacco, tobacco look-alike product, or electronic cigarette, is not allowed in or on any Wood Dale School District 7 property. All District workplaces are drug- and alcohol-free workplaces.

XX. BOARD OF EDUCATION POLICIES

Parents, Students and Community members are encouraged to become familiar with the policies of the Wood Dale District 7 Board of Education. Many of these policies are referenced in this handbook. A complete Board Policy Manual is accessible on the website: www.wd7.org. Click on the Board of Education tab. Should you have a question or wish to review any of the Board Policies please contact one of the district administrators.

notes

XXI. CALENDAR
WOOD DALE SCHOOL DISTRICT 7
(2021-2022)

| | | |
|--------|----|--|
| AUGUST | 19 | Teacher Professional Development (No School) |
| | 20 | Teacher Professional Development (No School) |
| | 23 | First day of Classes (K-8) |
| | 30 | First day of Classes ECEC |

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|-----------|---|-----------------------|
| SEPTEMBER | 8 | Labor Day (No School) |
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| OCTOBER | 11 | Columbus Day - (No School) |
| | 12 | Teacher Professional Development (No School) |
| | 29 | Teacher Professional Development (Half Day) – Students Attend AM only |

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| NOVEMBER | 22 | Parent/Teacher Conferences (No School) |
| | 23 | Teacher Professional Development (No School) |
| | 24 | Non-Attendance Day (No School) |
| | 25 | Thanksgiving Day (No School) |
| | 26 | Non-Attendance Day (No School) |

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| DECEMBER | 12/20 – 12/31 | Winter Break |
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| JANUARY | 3 | Teacher Professional Development (No School) |
| | 4 | Classes Resume |
| | 17 | Martin Luther King Birthday (No School) |

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| FEBRUARY | 21 | Presidents' Day (No School) |
| | 25 | Half Day School Improvement – Students Attend AM only |

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| MARCH | 1 | Teacher Professional Development (No School) |
| | 7 | Attendance Day (Holiday Waiver) |
| | 15 | Election Day (No School) |
| | 3/28-4/1 | Spring Break |

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|-------|----|-------------------------|
| APRIL | 4 | Classes Resume |
| | 15 | Good Friday (No School) |

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| MAY | 27 | Half Day School Improvement – Students Attend AM only |
| | 30 | Memorial Day - (No School) |

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| JUNE | 7 | Tentative Closing Day of School (if no emergency days used) |
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