



HUNTLEY

COMMUNITY SCHOOL DISTRICT 158

2026-2027 Elementary School Student Handbook

Harmony Road Campus

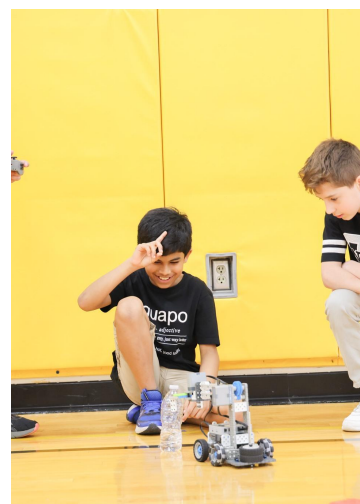
Leggee Elementary School

Square Barn Road Campus

Conley Elementary School
Mackeben Elementary School

Reed Road Campus

Chesak Elementary School
Martin Elementary School



Our learning community will educate and empower all students always

Elementary Schools



Chesak Elementary School

10910 Reed Road
Lake in the Hills, IL 60156
(847) 659-5700 - Office
(847) 659-5711 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Ms. Roshaunda Henson, Principal
Mr. Graham Davis, Assistant Principal



Conley Elementary School

750 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-3700 - Office
(847) 659-3711 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Mrs. Katherine Surjan, Principal
Ms. Casey Veitch, Assistant Principal



Leggee Elementary School

13723 Harmony Road
Huntley, IL 60142
(847) 659-6200 - Office
(847) 659-6211 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Mrs. Michelle Weirich, Principal
Mrs. Stephanie Mitchell, Assistant Principal



Mackeben Elementary School

800 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-3400 - Office
(847) 659-3411 - Attendance Line

Office Hours: 7:30 am to 4:00 pm
School Day: 8:30 am to 3:25 pm

Mrs. Marcie Marzullo, Principal
Ms. Katherine Harris, Assistant Principal



Martin Elementary School

10920 Reed Road
Lake in the Hills, IL 60156
(847) 659-5300 - Office
(847) 659-5311 - Attendance Line

Office Hours: 7:10 am to 3:40 pm
School Day: 8:00 am to 2:55 pm

Mrs. Michele Happold, Principal
Ms. Jordan Dahlke, Assistant Principal



Schedule of Events 2026-2027

Institute Days - No School for Students

August 17, 2026
August 18, 2026
January 4, 2027
April 23, 2027

Non-Attendance Days - No School

November 25, 2026 (Offices Closed)
February 12, 2027 (Offices Closed)
March 26, 2027 (Offices Closed)

Waived Holidays - School in Session

Veterans Day - November 11, 2026
Casimir Pulaski Day - March 1, 2027

Holidays - No School/Offices Closed

Independence Day - July 3, 2026
Labor Day - September 7, 2026
Columbus Day - October 12, 2026
Thanksgiving Holiday - November 26-27, 2026
Christmas Holiday - December 24-25, 2026
New Year Holiday - December 31, 2026 and January 1, 2027
Dr. Martin Luther King's Birthday - January 18, 2027
Presidents Day - February 15, 2027
Memorial Day - May 31, 2027

SIP Early Release Days

September 22, 2026
October 23, 2026
December 18, 2026
February 11, 2027
March 2, 2027
May 27, 2027

Martin Elementary Dismissal at 12:55 pm on SIP Early Release Days
Elementary Dismissal at 1:30 pm on SIP Early Release Days

School Begins

August 19, 2026 (Grades 1-12)
August 20, 2026 (Kindergarten)

Open House

August 17, 2026

K-5 Grading Periods

November 13, 2026 - End of 1st Trimester (61 days)
February 26, 2027 - End of 2nd Trimester (56 days)
May 28, 2027 - End of 3rd Trimester (57 days)

Parent Teacher Conferences - No School

November 23, 2026 – 9:00 am to 8:00 pm
November 24, 2026 – 7:00 am to 12:00 pm

Winter Break - No School

December 21, 2026 – January 4, 2027

Spring Break - No School

March 29, 2027 – April 5, 2027

Miscellaneous

December 18, 2026 – Last day before Winter Break
January 5, 2027 – First day after Winter Break
March 25, 2027 – Last day before Spring Break
April 5, 2027 – First day after Spring Break

Last Day of School

May 27, 2027

* Thursday, May 27, 2027 will be the earliest last day of school if NO emergency days are used.

* Friday, June 4, 2027 will be the last day of school if ALL 5 emergency days are used.

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Handbook Disclaimer

To ensure continued compliance with federal, state or local regulations, the rules, guidelines, and Board Policies published in this handbook are subject to review and may be amended during the year without notice as necessary for the routine operation of the school or District. Any amendment(s) made during the year will be posted at [Student Handbooks](#).

Nothing in this handbook shall be construed in a manner contrary to Board of Education Policies, State, or federal law.

GENERAL INFORMATION

Huntley 158 is committed to fostering a safe, welcoming, and conducive environment for all. We strive to create a space where every student is provided with an optimal learning experience and every staff member is empowered to perform at their very best.

We believe that a spirit of cooperation among students, teachers, staff, parents, and administrators is essential to cultivating a positive school climate. Through mutual respect, shared responsibility, and open communication, we create an environment that both enables and encourages excellence in education.

Within this learning community, all individuals have important rights and responsibilities that support our collective success.

Student and Staff Rights

- To learn and work in an atmosphere that promotes the educational process
- To experience meaningful and engaging learning opportunities
- To be part of a school climate that is safe and free from violence and disruption

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or 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.

Animals on School Property

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



Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling “down”
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students’ ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents have indicated as unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student
- Expressing unusual interest in a student’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student’s access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student

- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe your child is a victim of child sexual abuse, grooming behaviors, or boundary violations, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the school.

Board Policy [4:165](#), *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Video and Audio Monitoring System

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

Weapons Policy

It is the policy of District 158 to prohibit the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.

Notification of Nondiscrimination

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. Any homeless child shall be immediately admitted, even if the child or child's parent is unable to produce records normally required for enrollment. Board Policy [6:140](#), *Education of Homeless Children*, and its implementing administrative procedures govern the enrollment of homeless children.

Equal Educational Opportunities

Equal educational, co-curricular, and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homelessness, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Any student may file a discrimination grievance by using Board Policy [2:260](#), *Uniform Grievance Procedure*, or by completing and submitting a [Formal Public Complaint form](#).

Sex Discrimination Policy

District 158 does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in employment. Inquiries about Title IX may be referred to Dr. Adam Zehr, Chief Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Title IX Coordinators:

Dr. Adam Zehr	Mrs. Karrie Baughman
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive
Algonquin, IL 60102	Algonquin, IL 60102
(847) 659-6158	(847) 659-6158
azehr@district158.org	kbaughman@district158.org

Contact information for Office of Civil Rights (OCR) is available here: <https://ocrcas.ed.gov/contact-ocr>.

District 158's sex nondiscrimination policy and grievance procedures are contained in Board Policy [2:265](#), *Title IX Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting one of the individuals listed above. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact one of the Title IX Coordinators listed above.

Sex Equity Policy

No student shall, on the basis of sex, sexual orientation, or gender-related identity or expression 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, co-curricular, and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy [2:260](#), *Uniform Grievance Procedure*, or by completing and submitting a [Title IX Complaint form](#). A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). Students and/or their parent/guardian may access Board Policy [7:255](#), *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, for more information.

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. (See [Uniform Grievance Procedure](#)).

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Uniform Grievance Procedure

Any individual may file a sex equity, sexual harassment, Section 504 disability, or other discrimination complaint by using the procedure described in Board Policy [2:260](#), *Uniform Grievance Procedure*, a copy of which is available in the District Administrative Office, on the District website, or by contacting any of the individuals named below.

Concerns or complaints related to potential violations should be directed to:

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr	Mrs. Karrie Baughman
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive
Algonquin, IL 60102	Algonquin, IL 60102
(847) 659-6158	(847) 659-6158

Complaint Managers:

Dr. Anna Hoyou	Mrs. Karrie Baughman	Dr. Deanna Gill	Mr. Mark Altmayer
650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive	650 Dr. John Burkey Drive
Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102	Algonquin, IL 60102
(847) 659-6158	(847) 659-6158	(847) 659-6158	(847) 659-6158

A student may appeal the Board's resolution of a complaint filed to the Regional Superintendent of Schools, and thereafter, to the State Superintendent of Education.

For concerns or complaints against District 158 or its employees other than a discrimination complaint, the parent is encouraged to first contact the appropriate staff member directly. If the problem is not resolved, the parent should then contact the Building Principal. If the problem remains unresolved, the parent should then contact the District Administrative Office.

EMERGENCY COMMUNICATIONS

Emergency Notifications

District 158 will send out notification alerts in critical situations, such as emergency weather closures, crisis incidents, and other incidents affecting school operations through the School Messenger/Communicate program. This system integrates with PowerSchool, and parents can manage their contact information and preferences through the PowerSchool Parent Portal. For more information, visit the Safety and Security webpage and select "Alerts" from the dropdown menu.

School Day Cancellations

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. Should the need to close occur, parents will be notified via School Messenger/Communicate, the District's automated messaging system. Information will also be posted to the District 158 website at www.huntley158.org. In the event school is closed, all after-school, co-curricular, and extracurricular activities are also cancelled.

ENROLLMENT INFORMATION



Age Requirement

To be eligible for enrollment to District 158, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to Kindergarten or first grade may be available through Board Policy [6:135](#), *Accelerated Placement Program*. The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

Birth Certificate Requirement

Illinois law requires at registration, or within 30 days of registration, a certified copy of the student's birth certificate to be on file with the District. If a certified copy is not available at the time of registration, the District must be furnished at a minimum: the student's full legal name and date of birth. If a person enrolling a student

fails to provide a certified copy of the student's birth certificate within 30 days of registration, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless the person complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall refer the case.

Custody Arrangements

In order for school personnel to be aware of any custody arrangements, please provide legal custody/divorce settlement documents to the school prior to the beginning of the school year or as situations change.

Fees and Waivers

Waiver of student fees will be granted to those students who qualify. Parents may apply for waiver of school fees by completing and submitting the [Application for Fee Waiver form](#) and proof of current income.

Please note: In order to be eligible for a waiver of student registration fees, applications must be received *within thirty (30) days of the date your child enters school for the current school year*. Fees will not be waived until the Application for Fee Waiver form is received, reviewed and approved. If approved, other fees incurred after the date the application is received will be eligible for a fee waiver.

Board Policy [4:140](#), *Waiver of Student Fees*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Homeless Child's Rights

When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes their temporary living arrangements, the parent of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For additional information, please contact:

Karrie Baughman, D158 Homeless Liaison
kbaughman@district158.org or (847) 659-6178

Student Placement

Student placement is a function of building administration. Teachers work together with building administrators to place students in classrooms. Parents may provide written comments or information pertaining to their child's learning needs by May 1.

Student Transfers to and from Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the District.

SCHOOL AND COMMUNITY RELATIONS

Care Solace

We are committed to the well-being of our students, staff and families to create a safe and healthy learning environment. In support of this ongoing commitment, Huntley 158 has partnered with [Care Solace](#) to provide an additional layer of care for our community.

If students, staff or their family members are looking for help with mental health or substance use, Care Solace can help you quickly find treatment options matched to your needs regardless of the circumstance. Care Solace is

a complimentary and confidential service provided to students, staff, and their families by District 158. Care Solace's team is available 24 hours a day, 7 days per week, 365 days a year, and can support you in any language.

If you would like to use Care Solace to help find a provider:

- Call 888-515-0595
- Visit www.caresolace.com/huntley and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 911. For awareness, prevention, and/or mental health support, call or text 988.

Faith's Law Notifications - Employee Conduct Standards

School districts are required to include in their student handbook notification of the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students.

Board Policy [5:120](#), *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, Board Policy [4:165](#), *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and a link to the Sexual Abuse Response and Prevention Resource Guide is available on the [District website](#). Copies may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gun-Free, Tobacco, Alcohol, and Drug-Free Zones

All District 158 buildings and grounds are gun-free, tobacco, alcohol, and drug-free zones. Cigarettes and alternative nicotine products are not permitted. This includes all after school activities and school-related events.

Mandated Reporter

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

Parent Teacher Association

The Parent Teacher Association (PTA) is a partnership that brings people together to share thoughts and ideas about programs and activities that benefit students and their families. The PTA works with staff to help promote school goals and bring a sense of community to our schools. For further information, please check the school's webpage for the PTA link.

Pesticide Application Notice

District 158 maintains a registry of employees and parents of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Communications and Public Engagement at (847) 659-6158.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.



PowerSchool

Huntley 158 uses an internet-based student information system called PowerSchool. The PowerSchool parent portal gives parents access to real-time information including their child's schedule, attendance, assignments, and grades. Students also have their own accounts to access school information from home or at school.

Instructions to create a PowerSchool account, to add/link a student, along with information on the PowerSchool app and a login link is available at [PowerSchool](#). Password information for students and parents is available from the District Registration Office at (847) 659-6147.

Sex Offender Notification Law

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

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

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

Any time a convicted child sex offender is present on school property for any reason – including the three reasons above – the individual is responsible for notifying the Building Principal upon arrival and upon departure. The convicted child sex offender must remain under the direct supervision of a school official at all times while in the presence or vicinity of children. A violation of this law is a Class 4 felony.

In addition, State law requires schools to notify parents that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>
- Illinois Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>
- Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

Student Voice

At Huntley 158, we believe that student voice matters. Students offer valuable insights that help shape the learning environment. Your ideas, experiences, and perspectives will help guide decisions that impact your education.

We are committed to listening and will provide opportunities through surveys, focus groups, the Principal's Student Leadership Council (PSLC), the 5th grade ambassador program, the Student Athlete Leadership Team (SALT), one-on-one conversations with staff, the Superintendent Student Advisory Committee, the 5 Essentials or through other means throughout the year. Your voice can help drive real change, from improving daily experiences to shaping long-term goals. Your voice is not only heard in Huntley 158—it is VALUED!

Suicide and Depression Awareness and Prevention

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

The District maintains resources on suicide and depression awareness and prevention. Much of this information, including a copy of Board Policy [7:290](#), *Suicide and Depression Awareness and Prevention*, is posted on the District website and can also be obtained from the school office.

In the event of a life threatening emergency, please call **911**.
For awareness, prevention, and/or mental health support, call or text **988**.

Visitor Guidelines

The safety and security of your children is our number one concern. In an effort to maintain a safe, disruption free educational environment for all students, we ask all visitors to use the same procedures when entering the building. The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.

- All schools are accessible only via the secured main entrance (Door #1).

- All visitors to elementary and middle school buildings must press the call button outside the front door, state their purpose for visiting, and wait to be buzzed into the building.
- All visitors must provide valid ID and be scanned into the Raptor Visitor Management System which will run an instant background check. You will be issued a visitor pass that should be worn visibly. At the conclusion of your visit, you will need to stop in at the office, sign-out and turn in your visitor's pass.
- Visitors with histories that appear on the Raptor check will be either denied access to the building, limited to conducting business in the front office, or will be provided escorted access to other parts of the building as is necessitated by circumstances and/or applicable law.
- Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.
- Student Visitors - Students are not permitted to bring guests to school during the school day.



Visits to Classrooms and Conferences

- All visits to classrooms must be pre-arranged with the teacher.
- Conferences will be held outside school hours or during the teacher's conference/preparation period.
- All visitors must follow the Visitor Guidelines as outlined above.

Volunteers

District 158 is fortunate to have extensive community and parental involvement. Throughout the school year, there are many opportunities to volunteer in the schools: school picture day, vision and hearing screenings, strengthening reading skills, medical and engineering academies, and much more!

Those interested in volunteering must complete a [Volunteer Registration form](#) each school year before volunteering. In keeping with District guidelines, younger siblings are not permitted to accompany volunteers during volunteer activities. We appreciate everyone's understanding.

Additional information is available on the [Volunteer](#) webpage. If you are interested in volunteering, please contact the District's Volunteer Coordinator at (847) 659-6152.

PARENTS' RIGHTS NOTIFICATIONS

Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and other information required by federal law. We encourage you to explore illinoisreportcard.com to view the Illinois School Report Card for District 158 or your child's school.

Assessments/Standardized Testing

Assessments are essential to a student's learning experience as they assist in providing information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

Testing includes local assessments and State assessments as required by federal law. Below is a list of local and State assessments administered to students each school year:

Local Assessments

Assessment	Purpose	Dates
AimsWeb Literacy & Math	Administered to all grade K-5 students in order to better identify specific strengths and areas of support for math and literacy skills.	Fall, Winter, Spring
STAR Reading and Math	Administered to all grade K-11 students in order to better identify specific strengths and areas of support in reading and math standards.	Fall, Winter, Spring
Social Emotional Screener	Administered to all grade PreK-12 students to provide insight into social-emotional and behavioral needs and identify those who may be at risk of future difficulty in school.	Fall, Winter, Spring
CogAT	Administered to all grade 2 and select grade 3-5 students in order to measure verbal, quantitative, and nonverbal reasoning and problem-solving skills. This assessment is also utilized to help determine a student's gifted identification.	Winter

State Assessments

Assessment	Purpose	Dates
ACCESS	Administered to grade K-12 English Learners. Scores are used to assess progress and proficiency in English as well as determine placement in the EL program the following school year.	Winter
DLM	Administered to grade 3-12 students eligible for alternative assessment in the areas of reading/language arts, mathematics, and science.	Spring
IAR	Achievement assessment for grade 3-8 students for reading/language arts and mathematics.	Spring
ISA	Achievement assessment for grade 5, 8 students for science.	Spring
KIDS	Administered to all Kindergarten students to better understand students' abilities when they begin their first year of school.	Fall

Additional information regarding student assessments and information regarding interpreting scores is available under [Assessments](#) on the Learning & Innovation webpage.

School Visitation Rights for Parents

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

Student Data Privacy; Notice to Parents About Educational Technology Vendors

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators.

SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

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

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

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

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

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

Board Policy [7:345](#), *Student Data Privacy*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Teacher Qualifications

Under Title I of the Elementary and Secondary Education Act, parents may request the professional qualifications of their child's classroom teachers and the paraprofessionals, if any, who assist them, including:

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

This notice is required by federal law (20 U.S.C. §6312(e)(1)(A)). If you would like to receive any of this information, please contact the District 158 Administrative Office at (847)659-6158.

SCHOOL GUIDELINES

Access to Student Social Networking Passwords and Websites

Social networking websites and platforms means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service, (2) create a list of other users with whom they share a connection within the system, and (3) view and navigate their list of connections and

those made by others within the system. Social networking websites include, but are not limited to, Facebook, Instagram, Twitter, TikTok, Snapchat, and ASKfm.

If a student has an account on a social networking website, 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 behavior 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. School officials may not request or require a student or the student's parent to provide a password or other related account information to gain access to the student's account or profile.



Appearance, Clothing, and Hygiene

Students are expected to keep themselves well-groomed and neatly dressed at all times. A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Experience has shown that student conduct, identification with the school purposes and activities, personal pride and self-respect, and even the level of learning responses of students are all related to personal appearance and mode of dress. Students should dress neatly but simply for school, rejecting extreme fads concerning hairstyles, make-up or clothing.

We ask parents and students to become involved in supporting a "level of dress" that helps to promote a good atmosphere for learning. Articles of clothing that are considered inappropriate include, but are not limited to, headwear/hats, shoes with wheels, overly revealing clothing, dangerous or disruptive accessories, and clothing making reference to drugs, marijuana, or alcoholic beverages.

Clothing that disrupts the educational process and/or is demeaning to oneself is also considered inappropriate. During the school day students may be asked to remove or turn inside out any inappropriate items of clothing. Parents will be contacted in situations where student dress or hygiene presents a problem.

Homework

Homework is an extension of learning in the classroom and is assigned to challenge, reinforce and motivate, and is not given for disciplinary reasons.

The quantity of homework will increase throughout the grade school years as students are able to assume greater responsibilities and independence. Whenever possible, supervised study time will be given in the classroom to help students get off to a good start on their assignments. Homework is a good way of involving parents in the learning process and keeping them informed about their child's progress. It is important, however, that assignments be completed by the student in order for the teacher to make an accurate assessment of the student's learning. Both long-term and short-term homework assignments will help students establish regular study habits, learn to budget time, develop an interest in the work assigned and learn the importance of accomplishing and turning in the work on time.

Lost and Found Area

Lost clothing, book bags, etc. will be kept in the lost and found area. Small articles and valuables such as wallets, purses, jewelry and watches are kept in the office. Students may claim their possessions by identifying them. Please label all items with your child's name to facilitate return.

Party Invitations and Birthday Acknowledgements

Invitations to private parties (birthdays, holidays, etc.) should be distributed outside of school. These types of invitations will only be distributed at school if the entire class is invited to the private party. Birthday acknowledgements (balloons, flowers, etc.) will not be sent to classrooms and cannot be sent home on the bus.

Personal Electronic Devices

Below is a list of items that may not be visible or accessed during the school day. Students choosing to bring these items to school must store them in backpacks in the “off” position.

- Toys (electronic or other)
- Games (electronic or other)
- Cell phones, Smartwatches

Smartphones, smartwatches, e-readers and other educational electronic devices may be used for instructional purposes when the teacher deems appropriate.

Any item that may be considered a disruption to the learning environment or a potential safety concern is prohibited. The District is not responsible for lost, damaged, or stolen items.

Report Cards, Grading and Promotion

Report cards for students in grades K-5 are completed on a trimester basis. Students will be assessed on end of the year grade-level standards in order to show what a student knows, or is able to do, in relation to the standards. The report cards show student progress towards mastery of specific learning targets.

At times questions of retention do arise. A decision to promote or retain a student shall be based on successful completion of the curriculum, attendance, and mastery of content. The administration shall determine remedial assistance for a student who is not promoted.

Respect for Property

Students are to respect the property of others including that of students, staff and school. School issued materials such as textbooks, tablets, lab materials, etc., are on loan to students. Any damage or replacement costs are the student's responsibility. Student storage areas such as lockers, cubbies, and desks are school property and are to be used only for the purpose of storing books, notebooks, lunches, coats, etc. These areas are subject to search by school authorities.

Telecommunication Device Possession and Use

Students are allowed to possess cellular, radio, or other telecommunication devices, such as cell phones and smartwatches, etc., at school, on school property, or at school-sponsored activities, but the use of these devices is restricted to areas designated by the Building Principal before and after school hours only. During the school day and while participating in school-sponsored activities, students will be expected to leave these devices in their lockers or cubbies in the “off” position. Cellular, radio, or other telecommunication devices found in a student's possession during the school day, while participating in school-sponsored activities, or outside designated areas may be confiscated, and the student may be subject to additional discipline. Parents are required to pick up confiscated items.

Students will not be allowed to make phone calls during the school day except as permitted by a staff member. Students generally are not called to the telephone from classes except for emergencies.

The District also restricts parents' and/or visitors' use of cellular, radio, and other telecommunication devices to appropriate areas to be used only in such instances in which either an emergency exists or the use of the device is not disruptive to the ongoing activity. Violators of this policy may be asked to leave the school building.

Treats for Classroom Celebrations

Healthy food and beverage options should be made available for classroom celebrations. Candy and pop are discouraged, and gum is not allowed. When bringing treats for classroom celebrations, please remember that District 158 requires all treats be commercially prepared and packaged. The distribution of edible birthday treats is not permitted in schools.

A list of healthful food and beverage options for school functions along with ideas for classroom rewards can be found in the [District's School Wellness Plan](#).

ATTENDANCE, ABSENCES, AND TARDIES

School attendance is one of the most important tasks of a student. Accordingly, all students are expected to be present in all scheduled classes every school day unless absent for a valid reason. Students who stay home for trivial illnesses or because they do not feel like attending school are, in effect, only hurting themselves. They are missing vital information in their education and placing their future in jeopardy. We will closely monitor all absences and hope for the cooperation of parents in improving school attendance.



Absences

For students who are required to attend school there are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence. The school administrator is the final decision maker as to whether an absence is Excused or Unexcused.

Excused Absences (EA)

1. Illness of the student
2. Mental or Behavioral Health Days – Students may utilize up to five mental or behavioral health days per school year. After use of the second mental or behavioral health day, the student may be referred to the appropriate school support personnel.
3. Death in the immediate family
4. Family emergency
5. Religious holiday observance
6. Attending a military honors funeral to sound TAPS
7. A student will be excused for up to 5 days in cases where the student's parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
8. Court appearance.
9. Work or school sponsored activity approved by the school.
10. Voting in a local, State, or federal election.
11. College Visitation Days - Must be taken before May 1. A [College Visit Verification form](#) signed by the college or institution must be provided to excuse the absence as a college visit and be coded as College Visit (CV). Failure to follow the correct procedure will result in the absence being coded as an Unexcused Absence (UA). Only the day of the college visit can be excused under the College Visit (CV) attendance code. Days required to travel for a college visit do not count as excused absences and will be coded as an Unexcused Absence (UA).

Unexcused Absences (UA)

- All other absences are Unexcused.
- Tardies (late to school or class), vacations, and cultural trips are Unexcused Absences.

Procedure for Communicating Absences

In the event of any absence, the student's parent is required to call the school before school begins to explain the reason for the absence. If a call has not been made to the school to report the student's absence by the start of the day, a school official will attempt to contact you to verify the absence. The purpose of this procedure is to determine if your child has arrived safely. If the parent cannot be contacted, the student will be required to submit a signed note from the parent explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent, the reason for the absence will be kept confidential.

Elementary Schools: When your child arrives after the official start time, parents are required to sign their child in at the school office. Students who leave school early for reasons of illness, appointments, or notes from home will be released only to the parent unless prior arrangements have been made through the school office. Parents are required to sign their child out in the office.

Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Generally speaking, students will have one day per day absent to make-up work. Parents are asked to work with the classroom teacher to receive make-up work.

Illnesses

If your child will be absent because of illness, you are required to call the school by the beginning of the school day and report the absence *each* day. If your child is absent and we do not receive a call, we will call you at home or your place of employment to verify the absence. The purpose of this procedure is to determine if your child has arrived safely to school.

During a long-term illness, a parent may call on the first day and notify the office of the anticipated length of the absence. After three consecutive days of illness, a written excuse from a doctor may be required for an absence to be considered excused. A doctor's note will change the absence code to "Medical Verification" for attendance purposes. If a pattern of non-attendance has been identified by the building administrator, a written excuse from a doctor may be required as part of the student's individualized attendance plan. In cases where a student visits the health office, the school nurse may assess the student and determine if the student should be sent home; however, this does not constitute medical verification.

Family Emergencies

A student may be excused for extenuating circumstances such as a family emergency. The following examples do not constitute a family emergency and would therefore be recognized as an Unexcused Absence:

- Errands, which could be scheduled when a student is not required to be in school
- Oversleeping
- Car trouble
- Leaving school without receiving proper authorization
- Missing the bus
- Being tardy to school without a valid excuse (as defined by the State of Illinois)

Release Time for Religious Instruction & Observation

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent must give written notice to the Building Principal at least five (5) calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any missed work, including homework and tests, for equivalent academic credit.

After School, Co-Curricular, or Extra-Curricular Activities Attendance Requirements

Attendance is a factor in a student's eligibility to participate in extra-curricular activities. A student must be present at least the second-half of the school day. A student must be present at school a minimum of five (5) hours to be eligible for participation in after school, co-curricular, or extra-curricular activities such as athletics, concerts, presentations, plays, musicals, trips, etc. If a student goes home ill during the day, that student becomes ineligible for participation in any after school, co-curricular, or extra-curricular activities that day.

A student may not be on campus for any reason on a day they have been reported absent unless they have made arrangements with administration to do so. If there is a medical reason for missing school (and Physical Education), due to an extended illness/condition, a doctor's note will be required based on the nurse's recommendation. All notes should be turned into the Health Office.

Medical Appointments: A student who has a medical appointment that may cause absence from school for more than one-half of the school day may still be eligible to participate that day. This would be recorded in PowerSchool as MV (Medically Verified). To assure eligibility, arrangements should be made ahead of time with the school administrator (Activities Director, Athletic Director as applicable).

Absence Due to Participation in School-Sponsored Activity: A student's absence from school due to participation in school-sponsored activities or trips will be recorded in PowerSchool as SA (school activity), and the student remains eligible to participate in after school, co-curricular, and/or extracurricular activities.

In-School Intervention/Suspended Students: A student who is serving an in-school suspension (ISS) or an out-of-school suspension (OSS) is ineligible to participate in any school-related activities on the days of the intervention or suspension.

Tuancy

A parent who knowingly and willfully permits a child to be truant is in violation of State law. Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and District.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located OR, after exhausting all available support services, cannot be compelled to return to school is subject to withdrawal from school.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center. Any student who has 10% or more absences of the school days each month will receive a letter or phone call home to discuss attendance and determine if there is a need to develop a plan of support. A meeting may be set with the family and school to determine if further absences would be marked unexcused without documentation for the remainder of that trimester.

Furthermore, State law provides that school districts are encouraged to provide a system of support strategies to students who are at risk of reaching or exceeding chronic absence levels. School districts are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The school and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, the student's parent(s) and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Extended Absences

For planned absences, parents should notify the academic team and office in writing in advance. This can be done through the [Extended Student Absence form](#).

While such absences are discouraged, alternative assignments may be provided, when possible, as long as teachers have sufficient notice. Please note that many extended absence reasons fall under unexcused absences. This form does not grant approval for the absence to be excused; it is used as a means of notification. Please review the District [calendar](#) to view days of non-attendance and if possible, schedule appointments and vacations on these dates.

BEHAVIOR AND DISCIPLINE

Effective discipline is necessary if a school is to function in the most constructive manner for students. Through good discipline and self-control, students can work with the school to form a productive partnership. Good discipline requires teamwork and is the combined responsibility of students, parents, and staff. **Students are responsible for following all school rules and regulations, as well as all District policies, while attending any school-sponsored activity.**

School Code of Conduct

In order to support our students, parents, staff members, and school community, we want to take this opportunity to review our practices and expectations related to student conduct, including behavioral and social-emotional supports, behavioral interventions and discipline. The Code of Conduct is a multi-layered system that will require work by all stakeholders across all school and home settings to help our students with their social and emotional as well as academic needs. We want to create an environment where all stakeholders are aware of and actively engage in their roles and responsibilities.

Parent-Teacher Advisory Committee (PTAC)

Per Board Policy [2:150](#), *Committees*, the Parent-Teacher Advisory Committee shall assist in the development of student behavior policy and procedures, and provide information and recommendations to the Board. Its members may consist of parents/guardians, teachers, administrators and board members. Additional participants, whose expertise or experiences are needed, may be invited to participate in various meetings that are geared to specific topics (for example, when discussing school bus safety policies, transportation staff may be included.) The committee reviews such issues as administering medication in schools, reciprocal reporting between the School District and local law enforcement agencies, student discipline/handbooks, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

Per Policy [7:190](#), *Student Behavior*, the Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

We Believe:

To support our learners' Social, Emotional, and Academic and Behavior skills, we believe and understand the following:

1. Our school community will learn and behave at their best when they feel connected, cared for, and valued.
2. The purpose of discipline is to teach skills that empower learners to change their behaviors over time. If you expect it, you must teach it. Discipline is a meaningful response.
3. Learners will be empowered to be actively involved in identifying what went wrong and how they can help fix it.
4. Kids do well if they can. Challenging behaviors communicate unmet needs and/or areas where skills may be lacking which results in a need to determine the cause.
5. Dysregulated learners (learners who are having difficulty managing or regulating emotions and behaviors) need the supportive presence of a regulated adult to return to a regulated state.
6. A strong foundation in every school environment maximizes learners' access to instructional time and fosters a sense of belonging for all.

7. Proactively teaching social, emotional, and behavioral skills should be intentionally integrated across all environments and all aspects of learning.
8. Exclusionary forms of discipline (suspension, expulsion, and removal from the learning environment) can produce negative outcomes in students, schools, districts, and communities and therefore must be carefully used when intended to keep all learners safe.
9. It's important for us to work towards a shared understanding by using clear and specific language when discussing our thoughts and beliefs about social, emotional, and behavioral skills. This approach helps create a fair and inclusive system that supports all learners.
10. High expectations can be met for all learners when we appreciate, respect, and respond to the diverse needs within our schools and district. This ensures that each child receives the necessary support to reach their full academic and social potential.

We expect:

- Students to attend school each day, be conscientious in classroom work and take full advantage of the educational opportunities available
- Students, staff and families to build and sustain authentic, positive and meaningful relationships
- Student, staff and families to demonstrate civility and respect for one another and hold each other to high expectations
- Students, staff and families to all contribute to the safety of the learning environment for all
- Students to respect other people's property and exercise proper care when using public facilities and equipment
- Students to establish personal and educational goals with teachers, counselors, and family, and work consistently toward the achievement of your goals
- Students to be aware of the expectations for student behavior and accept personal responsibility for functioning successfully within these guidelines

We will:

- Implement strategies and supports that all students, staff and families to feel safe
- Promote a positive school comm
- Provide staff with the resources necessary to help with the implementation of this plan
- Partner with families to provide information for outside resources

Problem-Solving Suggestions for Students

- Talk with your parent about possible solutions. Learn about [peer conflict vs. bullying](#).
- Calmly discuss any issues with the teacher when other students are not present. This removes the pressure on both of you.
- If the matter is not resolved, talk with a trusted faculty member, Counselor, Dean, Associate Principal, or the Building Principal.

Problem-Solving Suggestions for Parents

- Be sure of the facts. Although it may be difficult for you not to take sides, try to see the whole picture. Learn about [peer conflict vs. bullying](#).
- Contact the person with whom your child is having the problem.
- If possible, include your child in conferences with teachers, Counselors, the Dean, Associate Principal, Building Principal, and other school personnel to help find solutions together.
- Before you leave a conference, **be sure you understand** what is expected of you and your child and what the school staff will try to do.
- Set a specific time when communication by phone or letter will be made on your child's progress.

All violations of the school disciplinary policy will be maintained in the student's temporary record file.

Multi-Tiered Systems of Support Framework

Huntley 158 utilizes a Multi-Tiered System of Support (MTSS) framework to foster a positive learning environment and focuses on supporting the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency levels.

Tier 1 - Universal Interventions are what all students receive. This Tier focuses on the implementation of the district’s core curriculum and is aligned with the Illinois Social Emotional Learning Standards.

Tier 2 - Secondary Interventions are what some students receive in addition to Tier 1 instruction. These services are more concentrated and are targeted interventions for small groups.

Tier 3 - Tertiary Interventions are what a few students receive. This is the most intense level of intervention a school can provide a student through the MTSS model. These services are typically provided to a very small group and/or one on one.

Restorative Practices

Huntley 158 uses Restorative Practices in our schools, which helps to shift the focus to building relationships among school community members and helps move away from a punitive mindset when there is conflict. Restorative Practices are NOT a replacement for a system of consequences or a code of conduct. Restorative Practices are not intended to remove accountability for students. Students who have broken school rules or harmed other school community members are still held accountable for their actions and may receive traditional consequences **alongside** restorative solutions or in conjunction with restorative practices.

Discipline of Special Education Students

The District will comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education’s Special Education rules when disciplining special education students. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of the student’s disability. However, all students must conform to the Student Behavior policies as outlined in this Handbook.

Additional information regarding discipline of students with disabilities is located in the Special Education section of this handbook.

Aggressive Behavior

Illinois law requires school districts to notify the parent of a child who demonstrates behaviors that put the student at risk for aggressive behavior. Board Policy [7:190](#), *Student Behavior*, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

Bullying, Harassment, and Hazing

Bullying, intimidation, harassment, and hazing 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

Bullying is defined as: (1) an act that is repetitive in nature (similar behavior which occurs more than once); (2) creates a power imbalance (by size, age, numbers or emotionally); and/or (3) is intended to hurt or harm the victim (socially, emotionally, or physically).

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, 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 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, 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.

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

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

Students who feel they have been bullied should report the incident by:

1. Contacting the Complaint Manager or other administrator, counselor, teacher, or social worker
2. Using the ***Student Helpline***: (815) 889-0584
3. Using the [District Bullying Report form](#).
4. Following the process outlined in Board Policy [2:260](#), *Uniform Grievance Procedure*, and this Handbook.

At its discretion, the District may make referrals of students who have demonstrated bullying behaviors to counselors or mental health professionals. Students determined to have committed an act of bullying may face disciplinary consequences up to and including a recommendation of expulsion, as well as possible referral to the appropriate law enforcement agency for criminal charges.

Questions or concerns should first be discussed with the staff member closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff member or their designee within 24 hours to discuss the concern. If no contact has been made, please proceed to the next step in the chain.

Teacher → Assistant Principal → Building Principal → Assistant Superintendent → Superintendent

Board Policy [7:180](#), *Prevention of and Response to Bullying, Intimidation, and Harassment*, is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Harassment

It is the policy of District 158 to provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment. No person, including an employee or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sexual orientation, gender-related identity or expression, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Sexual harassment of students is prohibited. Sexual harassment means sexual advances, requests for sexual favors, or other verbal or physical conduct 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.

Students are encouraged to report claims or incidences of sexual harassment to the Non-Discrimination Coordinator or Complaint Manager. Any student who believes they are being harassed may file a complaint by using the process outlined in Board Policy [2:260](#), *Uniform Grievance Policy*, and this Handbook.

A student's good faith action in reporting harassment will not result in any adverse actions against the complainant. However, if a student or witness is found to have made an intentionally false report of harassment, the student or witness shall be subject to discipline.

Board Policy [7:20](#), *Harassment of Students Prohibited*, is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Hazing

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. Hazing means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Conduct Motivated by Prohibited Discrimination

Conduct motivated in whole or in part by prohibited discrimination may be subject to increased disciplinary measures where determined to be appropriate by the administration. The Board of Education may also consider whether conduct was motivated in whole or in part by prohibited discrimination when determining whether to expel a student based on such conduct.

Prohibited discrimination means conduct based upon actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, or order of protection status.

Board Policy [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Dangerous Weapons

Board Policy [7:190](#), *Student Behavior*, prohibits the possession or the assistance of possession of weapons on school grounds, at any school activity, on school transportation vehicles, or in any designated school transportation waiting area.

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

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 19 of the United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. Any item determined to have been possessed, used, transferred, or controlled in violation of this policy will be confiscated and retained by school officials, and either turned over to a parent at the end of the school year, or to the appropriate local law enforcement agency.

Board Policy [7:190](#), *Student Behavior*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Gang and Gang-Related Activity

The Board of Education affirms its position that schools in District 158 shall provide an orderly place for learning. Board Policy [7:190, Student Behavior](#), prohibits students from engaging in gang activity on school property or at any activity associated with or under the general guidance of school authorities.

Gangs are defined as any group of two or more persons who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or by the District's policies, rules, and regulations.

No student:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other insignia which is evidence of membership or affiliation with any gang.
2. Shall draw gang graffiti or distribute gang related literature.
3. Shall use any speech, either verbal or non-verbal (such as gestures or hand-shakes), or act in furtherance of gang activity.
4. Shall solicit others for membership in any gang.
5. Shall request any person to pay protection or otherwise intimidate or threaten any person.
6. Shall commit any other illegal act or other violation of District policies in furtherance of gang related activities.
7. Shall incite other persons to inflict physical violence against any other person.
8. Shall participate in any activity that could be interpreted as relating to gangs or gang activity.



Penalties for Violations:

Any student found to have violated this policy shall be guilty of gross misconduct. All gang related paraphernalia or materials will be confiscated. Violation of this policy may result in disciplinary measures up to and including 10-days suspension with consideration for expulsion, and referral to appropriate law enforcement agency if a violation of the law is involved.

Student Code of Conduct Matrices

The matrix below outlines student behaviors and corresponding levels of interventions or consequences that may be implemented in response to those behaviors. The list of behaviors and interventions/consequences is meant to be illustrative and non-exhaustive, and will not necessarily be implemented in progressive order. All interventions and consequences will be determined on a case-by-case basis and will take into consideration the developmental level of the student(s) involved. The matrix serves as a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the District so that the students receive interventions and consequences fairly from school to school when their behaviors require.

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Academic Misconduct	Academic Misconduct: Daily work	1	Providing or receiving unauthorized assistance, with or without technology, during homework or practice activities because it prevents the teacher and/or school administration in arriving at an honest evaluation of learning. The unauthorized use of technologies to support academic work is also considered a form of academic misconduct unless permitted by the teacher.	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Academic Misconduct: Cheating-Distribution	2	Aiding other students in cheating, soliciting another person to take an exam or write a paper, as well as the theft, damage, sale, and/or distribution of course materials.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Restorative Practices Technology Restrictions
	Academic Misconduct: Cheating-Plagiarism	2	A form of cheating that involves presenting graded/assessed work as one's own, the ideas or work of another person or technology. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism. The unauthorized use of technologies to support academic work is also considered a form of cheating unless permitted by the teacher.	Apology Conference with student Detention - with Office Explicit instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact - Phone Call Parent/Student Conference Referral to counselor/social worker Technology Restrictions
Alcohol	Alcohol: In the presence of use and/or distribution	2	A student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove self when given the opportunity.	Conference with student In-school Suspension Parent Contact - Phone Call Search of student and/or locker
	Alcohol: Possession and/or use (ISBE)	3	Student is under the influence or in possession of alcohol on school grounds and/or at school events	Behavior contract Conference with student In-school Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Out-of School Suspension Parent Contact - Phone Call Referral to drug/alcohol counseling Search of student and/or locker
	Alcohol: Distribution (ISBE)	3	Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events.	Behavior contract Conference with student Expulsion In-school Suspension Law Enforcement Agency Referral Out-of School Suspension Parent Contact - Phone Call Referral to counselor/social worker Referral to drug/alcohol counseling Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Arson	Arson	3	Destruction of school property resulting from student use of fire regardless of intent or level of property damage	Behavior Contract Change of schedule Contact and/or referral to any other applicable outside agencies Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Referral to counselor/social worker Safety plan developed Search of student and/or locker
Bullying	Conflict	1	Pattern of offending behavior where the student(s) is engaging in peer conflict with another student but shares equal power (physical/social), there is an equal emotional reaction and ownership over the conflict	Teacher managed May become leadership managed based on context
	Bullying	3	Board Policy 7.180: 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. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in	Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".	
Dress Code	Dress Code: Minor	1	A student's appearance that disrupts the educational process but easily corrected at the classroom level	Classroom Managed
	Dress Code: Health/Safety	2	A student's appearance that disrupts the educational process or compromises standards of health, and safety. Clothing that draws attention or interferes with the ability to identify or communicate with students OR clothing that includes print and pictures of items that are illegal to minors.	Conference with student Explicit Instruction of appropriate replacement behavior Parent Contact
	Drug Offenses: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing illegal drugs, controlled substances, drug-related paraphernalia, prescription drugs not prescribed, or inhalants on school grounds and/or at school events and does not remove self when given the opportunity.	Conference with student Loss of Privilege/Social Probation Parent Contact Search of student and/or locker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Drug Offenses (ISBE): Possession and/or use	3	Student is under the influence or in possession of illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances on school grounds and/or at school events	Athletic Suspension Behavior contract Law Enforcement Agency Referral Conference with student Expulsion In-school and/or out-of-school suspension Referral to drug/alcohol counseling Referral to counselor/social worker Loss of Privilege/Social Probation Parent Contact Restorative Practices Search of student and/or locker
	Drug Offenses (ISBE): Distribution	3	Student is giving out/sharing/selling illegal drugs, look-alike drugs, drug-related paraphernalia, controlled substances, prescription drugs not prescribed, or inhalants or other controlled substances to students or others on school grounds and/or at school events.	Athletic Suspension Behavior contract Conference with student Expulsion In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Referral to drug/alcohol counseling Restorative Practices Search of student and/or locker
Falsification of Information	Falsification of Information	2	Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. Includes falsifying records or signatures, impersonation of another individual over electronic communication (phone, email)	Athletic Suspension Behavior contract Conference with student In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Gang-Related	Gang-Related: Paraphernalia	2	Displaying gang symbols or paraphernalia	Behavior contract Change of schedule Class Removal Expulsion In-school and/or out-of-school suspension Loss of Privilege/Social Probation Parent Contact Conference with student Search of student and/or locker
	Gang-Related: Activity	3	Being involved in gangs or gang-related activities (Board Policy 7:190) where two or more individuals who use common symbols, identifiers or behavior, and/or who assemble to conduct illegal activity or violation of school policies and/or	Athletic Suspension Behavior contract Conference with student Expulsion In-school suspension Law Enforcement Agency Referral

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			intimidate individuals or groups.	Loss of Privilege/Social Probation Out-of-school suspension Parent Contact Referral to counselor/social worker Restorative Practices Search of student and/or locker
Harassment	Harassment	3	Board Policy 7:20: Harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded".	Investigation conducted Behavior Contract Change of schedule Class Removal Safety plan Expulsion Explicit Instruction of appropriate replacement behavior In-school and/or out-of-school suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Conference with student Restorative Practices Support / counseling services
	Insubordination/ Non-compliance: Low Intensity and/or Duration	1	Failure to act in accordance with given expectation or directive with increasing impact on learning environment (learning of the student and/or other students). Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is low in duration and/or intensity.	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Insubordination/ Non-compliance: High Intensity and/or Duration	2	Prolonged refusal, refuses redirects, loss of instructional time Student engages in inappropriate verbal and/or non-verbal interruption to the environment that is high in duration and/or intensity	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Insubordination/ Non-compliance: Gross Misconduct	3	Interferes with the regular operation of the school building or event. Includes indecent exposure, behavior that requires crisis plan to be activated and/or refusal to follow directions in crisis response situations, as well as calling emergency without an emergency (pulling fire alarm, calling 911)	Athletic Suspension Behavior contract Class Removal Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Peer Mediation Referral to counselor/social worker Restorative Practices Safety Plan
Language	Language: Non-directional swearing	1	Incidental swearing / nonverbal gesturing not directed at another person.	Teacher Managed
	Language: Directional swearing	2	Swearing / nonverbal gesturing or other abusive language directed at another person.	Behavior Contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Language: Non-directional inflammatory or sexual language	2	Incidental use of inflammatory language / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Language: Directional inflammatory or sexual language	3	Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Illinois code. Could include, but is not limited to hate speech OR descriptions, racial slurs, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory.	Conference with student Detention - with Office In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Location	Location: Failure to report to designated area on time	1	Failure to report on time to designated area	Teacher Managed
	Location: Unassigned area	2	Hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building, misuse of pass, entering school property without authorization (trespassing) Elopement in school building.	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact
	Location: Off campus	3	Failing to report to school building or leaving school building without permission. Elopement off campus.	Behavior contract Change of schedule Conference with student In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan
Property	Property: Misuse	1	Wasting materials or resources or using property in a way not intended. Includes not cleaning up after self. Does not include property damage.	Teacher Managed
	Property: Vandalism/Damage	3	Damage or destruction that occurs as a result of ignoring expectations. May require professional cleaning, repair or replacement. May disrupt the normal operations of the building. May include behavior that requires emergency response plan to be activated.	Behavior contract Change of schedule Conference with student Detention - with Office Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution Restorative Practices Safety Plan Support / counseling services
Public Display of Affection	Public Display of Affection: Minor	1	Any consensual physical contact that includes kissing of any kind or for any length of time, having a student's	Teacher Managed

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
			arm/hands around another student's waist or any other body part, (head, neck, etc.), sitting between the legs of another student, rubbing up against another student	
	Public Display of Affection: Major	2	Consensual groping of body parts, sexual activity	Behavior contract Class Removal Conference with student Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Technology	Technology: Off-task or inappropriate purpose	1	Use of technology for off-task or inappropriate purpose	Teacher Managed
	Technology: Disruptive-School Issued Device	2	Use of school-issued devices or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Disruptive - Personal Device	2	Use of personal devices (cell phone, watch, tablet, Airpod, other) or access to accounts that disrupts access to the learning of self and/or others	Class Removal Conference with student Detention - with Office In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Technology: Privacy or Acceptable Use Policy (AUP)	3	Any communication/media that includes sending, distributing, or viewing of unauthorized recording of videos and pictures with or without consent. This includes pornographic images (including sexting), violent images or materials that violate the rights of a protected class, and explicit language. This includes posting media of this nature on social media using school devices, personal devices, and/or infrastructure as well as to organize illegal activity, engage in illegal activity, or purchase illegal items.	Behavior Contract Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Referral to counselor/social worker Parent Contact Restorative Practices

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Technology: Infrastructure	3	Hacking, modification, or damage of the technology infrastructure of the district such as the wireless network and servers. Attempts to breach secured electronic information or resources.	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
Theft	Theft: Personal Property	2	Entering an individual's personal space or property (desk, bag, purse, locker, car etc.) to take an item of value	Behavior Contract Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
	Theft: School Property	3	Stealing materials belonging to the school	Conference with student Detention - with Office Explicit Instruction of appropriate replacement behavior In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restitution
Threat Communicated	Threat: Communicated to Individual	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Threat: Communicated to Group	3	Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written)	Apology Behavior Contract Class Removal Conference with student Expulsion Law Enforcement Agency Referral Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices Peer Mediation Safety Plan Developed Threat Assessment
	Threat: Communicated with Access to Weapon	3	Communication of a threat including mention of weapon through any form (included but not limited to verbal, non-verbal, social media, written)	Conference with student Expulsion In-school and/or Out-of School Suspension Safety Plan Developed Parent Contact Referral to counselor/social worker Threat Assessment
Tobacco	Tobacco: In the presence of use and/or distribution	2	Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds and/or at school events and does not remove self when given the opportunity	Behavior Contract Conference with student Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
	Tobacco: (ISBE) Possession and/or use	3	Student is under the influence of or in possession of tobacco, nicotine, look-alike product, and/or vaping-related paraphernalia on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker
	Tobacco: (ISBE) Distribution	3	Student is giving out/sharing/selling tobacco products, nicotine products, look-alike product, and/or vaping-related paraphernalia to peers on school grounds and/or at school events	Behavior Contract Conference with student Loss of Privilege/Social Probation In-school and/or Out-of School Suspension Parent Contact Referral to drug/alcohol counseling Referral to counselor/social worker

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
Violence <u>With</u> Serious Physical Injury	Violence With Serious Physical Injury: Physical Aggression (ISBE)	3	Serious one-sided physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.	Apology Class Removal Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Law Enforcement Agency Referral Parent Contact Referral to counselor/social worker Restorative Practices
	Violence With Serious Physical Injury: Physical Fighting	3	Mutual physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.	Apology Class Removal Conference with student Expulsion Loss of Privilege/Social Probation Law Enforcement Agency Referral In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Restorative Practices
Violence <u>Without</u> Serious Physical Injury/Physical Aggression	Inappropriate physical contact	1	Physical contact that is not serious but is inappropriate and unwelcomed.	Teacher Managed
	Violence without Serious Physical Injury (ISBE): Physical Aggression with or without minor injury	2	Student engages in one-sided actions involving physical contact that is aggressive in nature (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). It may include minor injury where either the offender(s) or victim(s) require school-based medical attention (not off-site professional medical attention)	Behavior Contract Class Removal Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practices
	Violence without Serious Physical Injury (ISBE): Physical Fighting with or without minor injury	3	Mutual physical fight where the offender(s) or target(s) do not require off-site professional medical attention, regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.)	Conference with student In-school and/or Out-of School Suspension Law Enforcement Agency Referral Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker Restorative Practice

BEHAVIOR CODES	INCIDENT TYPE (SUB-CODES)	LEVEL	INCIDENT DEFINITIONS	POTENTIAL RESPONSES
	Violence without Serious Physical Injury (ISBE): Serious sexual contact	3	Serious, non-accidental, and non-consensual physical contact of a sexual nature (e.g., groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent.	Behavior Contract Conference with student Explicit instruction of appropriate replacement behavior Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Referral to counselor/social worker
Weapon	Weapon: Possession of Minor Weapon	2	Possession of a tool is readily capable of causing harm as determined by school administration but does not meet the state definition of a dangerous weapon. This could include pocket knives with blades less than 2.5 inches	Behavior Contract Conference with student Expulsion In-school and/or Out-of School Suspension Loss of Privilege/Social Probation Parent Contact Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Other	3	Student possesses dangerous weapon or realistic-looking fake dangerous weapon (does not include firearms) A device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm.	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Referral to counselor/social worker Safety Plan Developed Search of student and/or locker
	Weapon: (ISBE) Possession of Dangerous - Firearm	3	Possession of firearm on school grounds that is used for or readily capable of causing death (includes handgun, rifle, shotgun, multiple firearms)	Conference with student Expulsion In-school and/or Out-of School Suspension Parent Contact Safety Plan Developed Search of student and/or locker

Explanation of Disciplinary Consequences

Warning

A teacher/administrator/student conference may be held in hopes of eliminating further consequences.

Lunch Restrictions/Isolated Lunch Detentions

Lunch restrictions/isolated lunch detentions are served during the student's lunch period with staff supervision. Students will be permitted to get their lunch and then report to the office for the remaining lunch period. Lunch restrictions/isolated lunch detentions are assigned in cases of first time or infrequent misconduct of a lesser nature. The staff member will inform the student, and when appropriate, will call home.

Before or After School Detentions

Detentions are assigned in cases of serious misconduct and/or frequent misconduct of the same nature. A detention must be processed through the administration. A detention may occur before school or after the school day. Absence on the day of a detention will cause the detention to be served on the next school day. Students and parents will be notified in writing at least one day in advance of the day assigned. Parents are

responsible for providing transportation. Transportation inconveniences are not a valid excuse for missing a detention. Failure to appear for an assigned detention may result in additional detention and/or parent phone conference.

Behavior Contracts

An administrator may write a behavior contract to provide a more structured setting for a student in hopes of eliminating inappropriate and unacceptable behaviors.

Restorative Practices and Interventions

The purpose of restorative practices is to engage students in an educational process including reflection, restoring the environment, and repairing relationships. Such interventions may include checking in with a teacher, administrator, or other staff member, targeted intervention groups with the counselor or social worker, peer mediation, peer mentoring, adult mentoring, reflection, apology, restorative projects such as reading articles, cleaning, or community service.

In-School Suspension

Students will be in a supervised location working on classroom assignments. Any disruption will result in additional disciplinary action.

Out-of-School Suspension

A student who has been suspended from school will not be readmitted to school or to classes without a parent conference. Students may not participate in or attend after school, co-curricular, or extra-curricular activities while under suspension. At the time of a suspension the student will remain in the office until a parent or their designee comes to pick up the student from school.

A suspension may not exceed ten school days. Prior to a suspension, a student will be advised of the reason for the proposed suspension and afforded an opportunity to present information on their own behalf. It must be determined that the student is guilty of noncompliance with the school rule of the conduct charged, and that suspension is reasonably justified. Parents will be given prompt notice of the suspension and the reason thereof.

A suspended student shall have the opportunity to make up any assignments and tests missed during the suspension period. The school will provide work for the student so that future learning is not affected by the suspension. A student will receive credit for these assignments.

Parents have a right to request a review before the Board or an appointed hearing officer.

Right to Review Suspension

The Appeals process must follow these steps:

- A. Review of suspension with Building Principal
- B. Review of suspension with Board of Education or designee appointed by the Board

Board Policy [7:200](#), *Suspension Procedure*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Expulsion

Expulsion shall take place only after the parents have been requested by registered or certified mail to appear at a meeting of the Board, or to meet with a hearing officer appointed by the Board to discuss their child's behavior.

The request shall include:

1. Details regarding the specific act of gross disobedience or misconduct resulting in the recommendation for expulsion;
2. The time, date, and place of the hearing;
3. A brief description of what will happen during the hearing;
4. A list of the student's previous suspensions;
5. A statement indicating that the School Code allows the Board to expel a student for a definite period of time not to exceed two calendar years;
6. A statement regarding the interventions offered to the student;

7. A statement as to whether the student poses a continued risk of harm to other students, staff, or the community; and
8. A request that the student or parent inform the District if the student will be represented by counsel at the hearing.

During the hearing, the student and the student's parent(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified on behalf of the administration, and otherwise present reasons why the student should not be expelled. After presentation of evidence, the Board shall decide the issue of guilt and take such action as it deems appropriate. If the Board decides to expel the student, the written expulsion decision will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, as well as the rationale for the duration of the expulsion. If a hearing officer is appointed by the Board, the hearing officer shall provide a written summary of the evidence heard to the Board. A student may be readmitted to school after expulsion by official action of the Board. Such reinstatement should occur only after the Board, Building Principal, and Superintendent or Associate Superintendent are satisfied that the student intends to correct the situation which led to expulsion.

Board Policy [7:210](#), *Expulsion Procedure*, is available on the District website and a copy may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

EDUCATIONAL PROGRAMS

English Learners

District 158 provides programs to meet the needs of students whose native language is a language other than English. Opportunities are offered to support the growth of English language skills and academic skills for students so they may achieve at high levels in academic subjects and meet the same challenging State standards expected of all students.

- ***Transitional Bilingual Education (TBE)***

At attendance centers with more than 20 students who speak the same language and qualify for English Learner services, the District is required to establish a Transitional Bilingual Education Program (TBE) for those students. The TBE program is for English language learners who have not reached the language proficiency criteria required by the State. Students receive explicit language instruction in the four domains: listening, speaking, reading and writing. This program provides instruction in the student's native language to facilitate the transition into English, and helps students acquire the concepts in the core academic subjects and acquire English skills at the same time.

- ***Transitional Program of Instruction (TPI)***

At attendance centers with less than 20 students who speak the same language and qualify for English Learner services, the District will implement a Transitional Program of Instruction (TPI). The TPI program is an English program that serves identified English learners by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject-matter instruction that focuses not only in learning a second language, but also using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The classes count toward graduation requirements.

- ***Two-Way Dual Language***

For our Spanish speaking English Learners, we implement the dual language two-way model. The Spanish Dual Language program is made up of approximately half Spanish-speaking students and half English-speaking students. Students have access to a specially trained bilingual teacher. Students are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times. The goal of the Dual Language program is to develop bilingualism, biliteracy, academic achievement, and cross-cultural competencies for students.

Parent Advisory Committee for English Learners

Parents of English learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Program's Parent Advisory Committee.



Field Trips

We encourage all students to participate in field trips. We believe the whole world is a classroom and many sound educational activities that support the curriculum are best appreciated by actually visiting specific sites. Any admission fee and a prorated cost for transportation are assessed and payable prior to the trip. Occasionally a lunch stop is scheduled at a fast food restaurant and may be part of the fee. Students always have the option to bring a sack lunch if they so desire. Permission slips will be required and parents will be given appropriate time to complete the form and pay the fee.

Gifted and Talented Program

Formal identification of eligibility for the Gifted and Talented Program starts at the end of grade 2. Students in grades 3-5 may be screened based on a request from the teacher or parent. Both objective and subjective measures are used for identification. Students are placed in the program based upon Standardized test scores in math, reading and language arts, teacher input and Student Ability Index (SAI) scores. These measures are placed on a matrix for final selection. Students selected for the Gifted and Talented Program are placed with a teacher who has formal gifted training or experience with gifted students whenever possible.

The program is based on the Consultation Model. Consultation is a collaborative problem solving process between the teacher(s) and coordinator(s) through a sharing of expertise with the ultimate goals of better serving students. This model is based upon best practice in the field of Gifted Education.

Home and Hospital Instruction

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

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Library Resource Center

The Library Resource Center (LRC) provides materials that support both the mission and the curriculum of the District. Students receive instruction on the use of the LRC, information on available books and resources, and opportunities to check out materials. LRC visits vary depending upon the building and grade level, but generally occur at least once per week.

Books are checked out for one week and may be renewed two to three times (if the book is not on hold). Fines are not charged for late books; however students are not allowed to check out additional materials until late books have been returned. Overdue notices, including the replacement cost of the book, will be sent home with students when a book is two or more weeks overdue. If the book is lost or damaged, the student will be asked to pay for the replacement cost of the book before additional materials may be checked out. Should the book be found later, a refund will be issued up to one year from payment, assuming the book is in good condition.

Parents, employees, students, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint



using the procedure described in Board Policy [2:260](#), *Uniform Grievance Procedure*. Individuals who would like to submit feedback and/or complaints about the school's library media resources should complete and submit the [Library Media Resource Objection form](#).

Board Policy [6:230](#), *Library Media Program*, is available on the District website or a copy may be obtained by calling the District 158 Administrative Office at (847)659-6158.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) is a multi-tier approach for early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students. Students with identified needs are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the dynamics, intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

The State of Illinois provides districts and schools with a framework for using MTSS to determine a student's eligibility for and entitlement to special education services. Effective, research-based core instruction, interventions, and assessment plays a critical role in this process and data from the core curricula and instruction, as well as interventions, are used in the eligibility determination process. If the intervention plan shows the student demonstrates performance discrepancy as indicated by national, state and local assessments AND does not demonstrate educational progress through those established national, state or local norms, the team will then refer the student to the Individual Problem Solving Team to discuss the process of special education entitlement.



Physical Education

Physical education is taught in all grades and promotes the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

All students will be expected to participate in PE except those who have a written doctor's excuse. Normally a student who provides a note from a parent can be excused from PE for up to three days. After three days, a doctor's note must be provided. An excuse from PE class applies to recess as well. A parent may request that a student be excused from physical activity in PE during a period of religious fasting by notifying the physical education teacher in writing.

We are asking all students in grades K-5 to purchase gym shoes exclusively for use during PE class.

School Wellness

District 158 promotes student wellness, including good nutrition and physical activity, throughout the educational program, school activities, and meal programs. Schools will foster the positive relationship between healthy nutrition, physical activity, and the capacity of students to develop and learn. In addition, schools will support and promote an active lifestyle.

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board Policy [4:120](#), *Food Services*, (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

Section 504

Students with disabilities who do not qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act and Illinois School Code may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (1) has a physical or mental impairment that substantially limits one or

more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. Any parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting with a District representative shall be entitled to the services of an interpreter. Parents seeking information about Section 504 rights and services should contact the Assistant Principal at their child's school.

FOOD SERVICES, CAFETERIA EXPECTATIONS, AND RECESS

Food Services Staff

The Food Services Department is made up of a team of food and nutrition professionals dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All items are prepared and served by qualified child nutrition professionals.

Free and Reduced-Price Food Services Eligibility Criteria and Selection

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture. Those who feel they are in need are encouraged to complete the online [Application for Free and Reduced Meals](#) form. Eligibility requirements, the application process and other required information is made available through a secure, private, online form. Individuals who do not have access to a computer or are unable to apply online may pick up an application at the District Administrative Office. Once the application is processed, the parent(s) will receive a notification letter regarding eligibility status.

Breakfast and Lunch Menus

Monthly menus and meal prices are available on the [Food Services](#) webpage. Please visit the Food Services webpage to view menus, nutrition, fitness, and education information, the [School Wellness Plan](#), or for information regarding prepayment options.



Breakfast: Students are offered a complete meal that includes milk, grains and/or meat alternatives, and fruits that meet federal guidelines.

Lunch: Students are offered a complete meal that includes milk, grains, meat and/or meat alternatives, fruits, and vegetables that meet federal guidelines. Additional items are offered at a la carte pricing based on grade level.

MySchoolbucks

District 158 schools offer [MySchoolBucks](#) as a convenient method to pay for student meals. This online payment service provides parents with a quick and easy way to add money to your child's meal account by using a credit/debit card or electronic check wherever you have Internet access.

By creating a secure online account, parents can experience the benefits of using MySchoolbucks by taking advantage of some of its popular features:

- Spending History – View a seven day history of your child's purchases.
- Low Balance Email Notification – Receive email notification when your child's account balance is low.
- SmartPay – Set accounts to automatically replenish.
- Expired Credit Card Notification – Receive email notification prior to credit card expiration.
- Multi Student Funding – Fund multiple children at the same time.
- Spending Limit Settings – Set daily and weekly spending limits for your child by calling the Director of Food Services at (847) 659-6154.

Purchasing Food

District 158 uses an electronic system for purchasing lunch which requires all students to use their ID card to make food purchases in the cafeteria. Parents may add funds to the student's lunch account by creating a secure online account at MySchoolbucks.com (funds may take 24 to 48 hours to be available in the students' account) or by sending cash or a check (made payable to Huntley Community School District 158) to the student's teacher in an envelope marked with their name and student ID number. The cafeteria staff will place these payments in the student's lunch account.

Snacks and Lunches from Home

Snacks and lunches from home should be nutritious. Candy and pop are discouraged.

Cafeteria Expectations

Students are expected to cooperate with the following procedures:

1. Deposit all lunch litter in the garbage cans provided.
2. Return all trays and utensils to the dishwashing area.
3. Leave the table and floor around the area in a clean condition for others.
4. Cafeteria lines will move with order and efficiency if all students have their lunch card with them and are patient and polite while waiting their turn.
5. Be considerate of others.

Outdoor Recess

When weather conditions permit, students will go outside to recess if the wind chill temperature is greater than 15° F. Please ensure your child is dressed appropriately.

Students recovering from a cold or illness related absence may stay inside during recess for up to three days, provided they bring a note from home. After three consecutive days, a doctor's note is required. If your child is to be excused from Physical Education for an injury or illness, your child's outside recess will be modified.

Peaceful Playground

District 158's elementary schools promote positive student interaction, bullying prevention, and enhance learning through the use of the Peaceful Playground program. Children learn cooperation through Peaceful Playground games and strategies at the start of the year.

Recess Behavior Expectations

- Respect others and play safely
- Follow Peaceful Playground guidelines for conflict resolution
- No chasing, wrestling or play fighting
- Only handball games allowed
- Respect playground equipment



HEALTH SERVICES

Health Office Staff

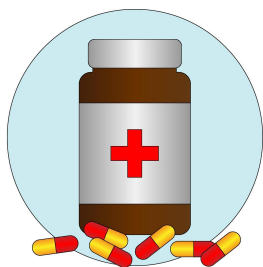
The health program is designed primarily to maintain health and prevent serious injury or illness. A Registered Nurse is employed by the District in each school to be on duty when children are present during school hours. Except in emergencies, students need a pass from their teacher to visit the Health Office. If the nurse is not there or the Health Office is closed, the student should report to the Main Office.

Accident, Illness or Injury Procedure

When a student becomes ill at school, the student may visit the Health Office. The nurse will assess the seriousness of the illness or injury and administer first aid. If warranted, parents will be notified. Possible outcomes after being assessed by the nurse, the student: (1) may return to class, (2) may be picked up by the parent, or (3) may be sent to the hospital via EMS.

If the student has a fever of 100.4° F or greater, the student **MUST** be picked up from school. Other situations where a student must be picked up from school include, but are not limited to: vomiting, diarrhea, open lesions that cannot be covered, lethargy, serious head injuries, undiagnosed persistent or disruptive cough, eye drainage or redness, undiagnosed or new rashes, and serious limb injuries. These situations will be given a “nurse home” attendance code. Parents are required to sign their child out in the office before leaving the building.

Parents will be called to school to assist if children are incontinent and need assistance in cleaning themselves.



Administering Medication to Students

Every attempt should be made to schedule medication administration outside of school hours. However, if under exceptional circumstances a child is required to take prescribed medication during school hours, all medication shall be transported to and from school by a parent. Students are not to transport or have medications in their possession except for the self-administration of diabetes medication, asthma medication, or epinephrine auto-injectors, as outlined below. The nurse, principal, or designee will administer the medication in compliance with the following regulations:

Prescription Medication

- A [Request for Administration of Medication Form](#) signed by the parent AND *signed by the medical doctor*, renewed annually at the beginning of the school year.
- The original prescription bottle must be brought to school by the parent. Students may NOT carry the medication to school.
- The prescription bottle label must contain the student's name, name of medication, time to be administered, dosage, possible side effects and termination date of administering the medication.
- Except for diabetes medication, asthma medication, and epinephrine auto-injectors maintained by students authorized to self-medicate, all student prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Non-Prescription Medication

- A [Request for Administration of Medication Form](#) signed by the parent AND *signed by the medical doctor*, renewed annually at the beginning of the school year.
- Some non-prescription medications may be supplied by the school – please check your school for specifics.
- All medication needs to be labeled with the student's name and brought to school by a parent.
- Except for diabetes medication, asthma medication and epinephrine auto-injectors maintained by students authorized to self-medicate, all student non-prescription medication must be stored in an appropriate locked cabinet in the Health Office, accessible to authorized personnel only.

Administration of Medical Cannabis by Parent

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student on school property or on the school bus by a parent under the following guidelines:

1. The parent of a student who is a minor must be registered with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child.
2. Both the student and parent possess valid registry identification cards issued by the IDPH.
3. Copies of the registry identification cards are provided to the Health Office.
4. An [Administration of Medical Cannabis by Parent on School Property](#) form signed by the parent AND *signed by the medical doctor*, renewed annually at the beginning of the school year.
5. After administering the product to the student, the parent must immediately remove the product from school property.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis on school property or on the school bus is prohibited.

The product may not be administered in a manner that, in the opinion of the District, 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 pursuant to this policy is prohibited. The District may not deny a student attendance at school solely because they require administration of the product during school hours.

Undesignated Asthma Medication

Public Act 100-0726 (the Act) amends the school code 105 ILCS 5/22-30 and 27A-5, to include undesignated asthma medication to the other undesignated emergency medications in Illinois schools. The Act permits schools to stock a supply of asthma medication and spacers; authorizes physicians to provide school districts and non-public schools with a standing order; and gives nurses or other trained personnel the authority to provide/administer Albuterol to any person (including parents, visitors and guests) that the nurse believes in good faith is experiencing respiratory distress. Undesignated Albuterol multi-dose inhalers and spacers are available in all school health offices during school hours.

Undesignated Epinephrine Auto Injectors (Epi-Pens)

The Emergency Epinephrine Act, P.A. 97-0361 (the Act) became law in Illinois in 2011. The Act permits schools to stock a supply of Epinephrine Auto-Injectors, authorizes physicians to provide school districts and non-public schools with a prescription to obtain the emergency auto-injectors from local pharmacists, and gives nurses or other trained personnel the authority to provide/administer the epinephrine to any person (including parents, visitors, and guests) the nurse believes in good faith is having an anaphylactic reaction. Undesignated Epi-Pens are available in all schools during school hours. The standing order and emergency auto-injectors are kept in the Health Office.

Undesignated Opioid Antagonists

Illinois School Code (105 ILCS 5/23-30(f)) and Board Policy [7:270](#), *Administering Medicines to Students*, permits schools to maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors, including, but not limited to, naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the U.S. Food and Drug Administration. A nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe that person is having an opioid overdose.

A copy of Board Policy [7:270](#), *Administering Medicines to Students*, is available on the District's website.

Huntley District 158 and its employees and agents, including the physician, physician assistant, or advance practice nurse providing the standing protocol or prescription for School District Supply of Undesignated Medications, shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of undesignated medication, including, but not limited to, asthma medication (inhaler), epinephrine auto injectors (Epi-Pen), diabetes medication (glucagon), or opioid antagonists, regardless of whether authorization was given by a student's parent/guardian, the student's physician, physician assistant, or advance practice nurse.

Self-Administration of Medication

Students are permitted by law to carry and self-administer diabetes medication, asthma inhalers, and epinephrine auto-injectors, where appropriate. The parent must sign a statement acknowledging that the District shall incur no liability as a result of any injury or claim arising from the self-administration of the medication or use of an epinephrine auto-injector regardless of whether authorization was given by the student's parent or by the appropriate medical official, and that the parent will indemnify and hold harmless the school district and its employees and agents against any such claims.

Asthma Medication

Students may carry and self-administer their own asthma inhaler. However, most parents of elementary aged students usually prefer the nurse monitor the student's use of the inhaler.

- If the parent would like their child to carry their own inhaler, the parent must provide:
 - Written authorization through the [Request for Self Administration of Asthma Medication](#) form signed by the parent, submitted annually at the beginning of the school year.
 - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.
- Please also provide an [Asthma Action Plan](#) form completed by the student's physician and submitted every year at the beginning of the school year.

Diabetes Medication

Students may carry and self-administer their own diabetes medication. However, most parents of elementary aged students usually prefer the nurse monitor the student's diabetes.

- If the parent would like their child to administer the medication and glucose test independently, the parent must provide:
 - Written authorization through the [Request for Self Administration of Diabetic Insulin and Glucose Testing](#) form signed by the parent documenting that student has been instructed in the use and self-administration of the medication and glucose meter, AND *signed by the medical doctor*, renewed annually at the beginning of the school year.
 - A prescription label with the name of the medication, the prescribed dosage and the time(s) or circumstances under which the medication is to be administered.

Epinephrine Auto Injectors (Epi-Pens)

Students may carry and self-administer an Epi-Pen. However, most parents of elementary aged students usually prefer the Epi-Pen to be kept in the Health Office.

- If the parent would like their child to carry and self-administer their own Epi-Pen, the parent must provide:
 - Written authorization through the [Request for Self Administration of Anaphylactic Medication](#) form signed by the parent documenting that student has been instructed in the use and self-administration of the anaphylactic medication, AND *signed by the medical doctor*, renewed annually at the beginning of the school year.

If a student requires assistance with their Epi-Pen during a severe allergic reaction, a nurse or other trained staff member may administer the Epi-Pen.

Anaphylaxis Prevention

While it is not possible for the school or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parents and students who desire more information may contact the School Nurse.

Board Policy [7:285](#), *Anaphylaxis Prevention, Response, and Management Program*, is available on the District's website or a copy can be obtained by calling the District 158 Administrative Office at (847) 659-6158.

Communicable Diseases

Please notify the Health Office as soon as possible if your child contracts any contagious disease. If such a disease is contracted, the child must be excluded from school. Communicable diseases such as chicken pox, German measles, impetigo, influenza, measles, mumps, scarlet fever, infectious mononucleosis, norovirus, coronavirus, and strep throat are contagious before they reach a stage where they can be recognized and diagnosed. Certain communicable diseases will require a doctor's release for the student to re-enter school or may require documentation from the



County Department of Health to re-enter school or school related activities. Please check with the school Health Office for specifics.

Concussions

If a student sustains a concussion, please notify the Health Office. The school will support a student with a concussion working with the student's physician and by providing a Return-to-Learn protocol. The student will check in with the nurse daily to evaluate symptom severity.

The Illinois Department of Public Health (IDPH) has adopted the U.S. Centers for Disease Control and Prevention's (CDC) *Heads Up* campaign brochures which include concussion fact sheets for parents available on the [IDPH website](#).

If an accident or illness merits being excused from school and/or physical education or recess, a doctor's note is required that specifies when the student may return to normal activity. **The nurse will not be able to write a note to excuse the student from PE or recess.** A physician's release to return to PE and/or recess is required whenever a doctor's note has been issued for a concussion or other reason.

Emergency Contact Information

There are times when a student's illness or injury may require transportation to the hospital. The local rescue squad will transport the student to the appropriate medical facility. Every attempt will be made to notify the parent before transport. In order to contact parents quickly, it is required that we have complete and current information in PowerSchool on the following items:

- Your home address and telephone number
- Working status of parent(s), including the name of the company, the address and phone number where you can be reached
- The name and phone number of a neighbor, friend, or relative who is willing to attend to your child in an emergency.

It is the responsibility of the parent to notify the Registration Department at studentupdate@district158.org of any changes in the aforementioned items.

Epilepsy or Seizure Disorder

Parents of students who are diagnosed with epilepsy or a seizure disorder must submit a [Seizure Action Plan](#) at the beginning of each school year.

Life-Threatening Food Allergies or Life-Threatening Chronic Illnesses

State law requires District 158 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and State rules.

Parents of students with food allergies should provide a [Food Allergy Emergency Action Plan and Treatment Authorization form](#) completed by the student's physician and submitted every year at the beginning of the school year.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your child has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the support needed for your child to access their education effectively.

While not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504, we may be able to appropriately meet a student's needs through other means.

Physical Examination and Immunization Requirements

In accordance with the Illinois Department of Public Health (IDPH) and the Illinois School Code, physical examinations are required for all students entering Kindergarten, sixth grade and ninth grade, and students transferring from out-of-state. Physicals are also required for students participating in interscholastic sports. The [Illinois Certificate of Child Health Examination](#) (school physical) form must include a record of all immunizations the child has received.

Every child who enters Preschool, Kindergarten, sixth or ninth grade and every child who enters an Illinois school for the first time, irrespective of grade, must present evidence of immunization as prescribed by the rules and regulations of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE).

Students failing to meet the required immunizations against measles, tetanus, diphtheria, poliomyelitis, varicella, pertussis (whooping cough), meningitis, rubella, mumps, and Hepatitis B, will be excluded from all District schools. There are two exceptions to this State law:



- Children whose parents object to immunizations on religious grounds must present the IDPH's [Religious Exemption to Required Immunizations/Examinations](#) form to the Superintendent or designee. Upon receipt of the form, the Superintendent or designee shall immediately inform the parent of exclusion procedures if there is an outbreak of one or more diseases from which the student is not protected.
- Per Illinois School Code, if the physical condition of the child is such that any one or more of the immunization agents should not be administered on medical grounds, the examining physician responsible for the performance of the health examination shall endorse such fact upon the health examination form.

All physical and immunizations must be submitted on the [Illinois Certificate of Child Health Examination](#) (school physical) form prior to the first day of school or students will not be allowed to attend school.

Dental and Vision Exam Requirements

A [Dental Exam](#) form must be provided to the Health Office before May 15 of the current year for students in Kindergarten, second, sixth, and ninth grades. A [Vision Exam](#) form must be provided to the Health Office for students entering Kindergarten or transfer students entering Illinois schools for the first time. A student may be exempt from the dental or vision examination requirements if the student's parent shows an undue burden or lack of access to a dentist or qualified physician/optometrist.

Restrictions for Activity, Physical Education, or Recess

At times, individual students may require special restrictions to their activity level due to a medical condition. Restrictions for activity, physical education class, or recess need to be submitted by a medical physician and must specify the amount of time the student is restricted from participation. Please note any physician directives for activity restrictions need to be reviewed and resubmitted each school year.

When To Keep Your Child at Home

Please keep your child at home during an illness to decrease the number of students who are exposed to the illness. Students who have been running a fever (100.4° F or greater) should be kept home fever-free for 24 hours before they return to school unless guidelines from the CDC or IDPH increase this timeframe. Students should also remain at home for 24 hours after vomiting has stopped and the student can tolerate a solid diet, and/or until diarrhea-free for 24 hours.

INTERNET

Access and Use

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behaviors by users. However, some specific examples are provided. **Failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Privileges

Use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The technology administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. The decision of the technology administrator is final. The

technology administrator will work with the building administrator and the building administrator will deal directly with the violator.

Terms and Conditions for Internet Access

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use. Use of the Internet, email, and other communication and collaboration tools to enhance productivity and enhance student learning is encouraged.

If students have been provided with a 1:1 technology device, the following are guidelines for the expectation of using technology responsibly:

- a. Bringing a charged device to school every day;
- b. Storing the device in the provided case when not in use;
- c. Moving safely through the hallway while carrying the device;
- d. Respecting the property and privacy of others by not using another student's device or account;
- e. Using the device, app, and other information resources to support learning, complete school assignments, and gain understanding of how technology works; and
- f. Using the Internet to gather information related to school, and to communicate with other students, teachers, and experts as it relates to school work.

Unacceptable Use

Staff and students are responsible for their own actions and activities involving the use of computers and the network. Some examples of unacceptable uses include, but are not limited to, the following:

- a. Using the electronic networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Using the electronic networks to engage in conduct prohibited by Board Policy;
- c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
- d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
- e. Downloading of copyrighted material for other than personal use;
- f. Using the electronic networks for private financial or commercial gain;
- g. Wastefully using resources, such as file space;
- h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
- i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
- j. Using another user's account or password;
- k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
- l. Posting or sending material authored or created by another without their consent;
- m. Posting or sending anonymous messages;
- n. Creating or forwarding chain letters, spam, or other unsolicited messages;
- o. Using the electronic networks for commercial or private advertising;
- p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
- q. Misrepresenting the user's identity or the identity of others; and
- r. Using the electronic networks while access privileges are suspended or revoked.

Indemnification

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Staff members shall supervise students while students are using District Internet access to ensure students abide by the Terms and Conditions for Internet Access contained in these procedures.

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

The technology administrator and Building Principal shall monitor student and staff Internet use.

Internet and Network Security

Internet and network security is a high priority. If the user can identify a security problem on the network or Internet, the user must notify the Technology Department or Building Principal. If reported to the Building Principal, the Building Principal is responsible for notifying the Technology Department. Do not demonstrate the problem to other users. Attempts to log-on to the network or Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network. **Keep your accounts and passwords confidential and do not use another individual's account.**

Network Etiquette

Staff and students are expected to abide by the generally accepted rules of network etiquette while using any means of electronic communication such as email, blogs, wikis, discussion boards, instant messaging, etc. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
- d. Recognize that the District's electronic networks are not private. People who operate the District's technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.



- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the Technology Department. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the District's email system constitutes consent to these regulations.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Web Publishing Copyright Rules

Copyright law and Board Policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
- b. Students and staff engaged in producing web content must have written permission from the original producer before adding the material to their web page.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent and student.

TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

Definition

Artificial Intelligence is technology that enables machines to simulate human intelligence and capabilities by processing and analyzing existing information using predefined actions or recommendations.

Purpose Statement

In Huntley District 158, students and educators will use relevant new technologies, such as Artificial Intelligence (AI), in structured learning experiences to support their education and prepare them for the future. The use of AI begins with human-driven questions and ends with human insight. AI will support inquiry, discovery, and reflection. We will ensure that AI tools are used responsibly and ethically to enhance learning. AI will support, rather than replace, thinking and learning and complement effective teaching methods. We will foster critical thinking, academic integrity, and access to learning while empowering students and educators.

Guiding Principles and Values

Whenever students and staff use new technologies to support education, we will ensure they align with our purpose, principles, and values. In Huntley District 158, we value:

1. AI as an Educational Tool
 - AI will complement, not replace, human learning and effort, aligning with educational goals.
 - AI will support critical thinking, creativity, and problem-solving.

- Educators and students will use AI to personalize learning experiences, adapting to diverse student needs and learning styles to maximize individual growth.
 - AI will streamline tasks and optimize workflows, allowing educators to dedicate more time to instruction and student engagement.
 - AI will serve as an accessibility tool to support student engagement and access to curricular materials and services.
2. Ethical Use and AI Literacy
- Human judgment will remain central in AI-assisted decision-making.
 - AI literacy will be fostered among students and educators, ensuring they understand AI's capabilities, limitations, ethical considerations, and societal impacts to enable informed and responsible use.
 - AI use will uphold academic integrity, ensuring students engage ethically and authentically in their learning.
 - Students will ensure that their work reflects their thinking and learning process, avoiding misrepresentation through AI-generated content.
 - Students and educators will disclose AI usage when appropriate and provide proper attribution.
3. Data Privacy, Safety, and Equitable Access
- Student data privacy and online safety will be prioritized and adhere to relevant laws, including SOPPA, FERPA, COPPA, and CIPA.
 - All students will have equitable access to AI tools and resources.
 - AI tools will be developmentally appropriate for students.
 - Students and educators will understand how AI interacts with their data/information and comply with school and district policies and guidelines.
4. Oversight and Continuous Improvement
- AI tools will be carefully evaluated and implemented to align with educational goals.
 - The district will develop and regularly refine clear guidelines and protocols for AI use.
 - The district will establish processes for ongoing monitoring and auditing of AI usage to ensure adherence to these principles and address potential misuse.
 - The district will foster collaboration among educators, students, families, and the community in selecting, implementing, and evaluating AI tools and strategies.
 - Students and educators will engage in training on AI tools, including their benefits, risks, and best practices.

AI Guidelines for Students

Artificial Intelligence (AI) can be a powerful tool to support student learning, but it's important to understand when and how it's appropriate to use. Huntley 158 has established clear AI Usage Guidelines to help students and teachers navigate expectations for assignments, assessments, and projects.

All assignments will fall under one of three categories in which teachers will provide guidance on the appropriate level of student use:

- **No Use (Default):** AI tools are not allowed. All work must be original and created without assistance.
- **Limited Use:** AI can be used only for specific purposes such as brainstorming, editing, or tasks defined by your teacher. All AI use must be clearly cited.
- **Integrated Use:** You may use AI tools freely with teacher approval, as long as you follow academic integrity practices and provide a rationale for your use.

[Click here](#) to view the full Huntley 158 AI Guidelines for Students Document.

SAFETY AND SECURITY

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. As such, District 158 has developed and maintains a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement, fire officials, and emergency medical services personnel;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

Campus Resource Officers

District 158 has established a Campus Resource Officer (CRO) program in partnership with the Algonquin, Huntley, and Lake in the Hills Police Departments. As part of an intergovernmental agreement, this partnership helps create “effective and positive school student discipline that: (1) is part of District 158’s larger effort to address school safety and climate, (2) includes proactive and restorative methods rather than only punitive, and (3) is clear, consistent and equitable.”

Each CRO is equipped with a body worn camera as provided by law in accordance with Police Department policies. The CRO’s body worn camera will not record during the school day unless and until the CRO has reason to believe that a crime has been or is in the process of being committed. Further, in the event a CRO is in a hostile situation or perceives that a complaint will be raised, at the CRO’s discretion, the body worn camera can begin recording.

Emergency Procedure Terms

- **Lockdown:** A lockdown is declared when, in the opinion of an administrator, Campus Resource Officer, or staff member, a situation exists that threatens the safety of students and staff and requires them to take appropriate protective action – locking down in a classroom, hiding from the danger or safely getting out of the building.
- **Hold in Place and Teach:** This protocol is enacted when there is a situation *inside the building* that requires immediate action for all persons to remain in place. It is non-life threatening to the general population and to the school.
- **Secure the Building and Teach:** This protocol is enacted when there is a situation *outside the building* that requires all persons to remain inside the school building.
- **Severe Weather/Shelter in Place:** This protocol is enacted when there is a severe weather/tornado warning indicated in the area of the school(s). All staff and students, inside or outside of the school, will be advised to move to their designated safe areas within the school.

Should a severe weather/tornado warning occur at dismissal time, students will be kept in the building until conditions improve or an all-clear signal is issued.

In the event buses are in transit and a severe weather/tornado warning is announced, buses will go to the closest school building or predetermined location based on movement of the potential weather.

- **Tornado Watch:** A tornado watch is used when conditions are favorable for tornadoes to form.
- **Tornado Warning:** A tornado warning is used when a tornado funnel is sighted or indicated by weather radar. Shelter should be taken immediately.

School Safety Drill Plan

In accordance with the School Safety Drill Act (105 ILCS 128/) and Board Policy [4:170, Safety](#), the following drills will be conducted:



1. Three school evacuation drills;
2. Two bus evacuation drills;
3. One severe weather/shelter in place drill;
4. One law enforcement lockdown drill.

Emergency drill procedures will be discussed with all students by their classroom teachers prior to each drill. If a parent would like to opt their child out of participating in the law enforcement lockdown drill, they must request this in writing to the Building Principal each school year.

School Bus Safety

All students shall be provided with instruction in safe bus riding practices at least twice during each school year. The instruction shall include two emergency bus evacuation drills, as well as the operation and use of the emergency door, windows (as a means of escape), and fire extinguisher.

Student Drop-Off and Pick-Up

In the interest of safety and security of all students and staff, please follow the pick-up/drop-off procedures specific to your school.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME.
Vehicles located in these locations may be ticketed and/or towed by the police.

Walking or Riding Bicycles To and From School

For student safety, walking or riding bicycles to and from school is discouraged whenever possible. Students who do walk or ride a bicycle must follow all traffic laws, use designated crossings and sidewalks when available, and exercise safe practices at all times. E-bikes, motorized bicycles, and motorized scooters are prohibited on school property.

Students utilizing bicycles or non-motorized scooters must properly park and secure them in the designated bicycle rack area while on school grounds. The school district is not responsible or liable for lost, stolen, damaged, or mislaid property.

In addition, all other applicable district policies, student handbook guidelines and school expectations shall be followed.

SEARCH AND SEIZURE

In an effort to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. School authorities include school liaison police officers (Campus Resource Officers).

School Property and Equipment

As Well as Personal Effects Left by Students

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

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

Search of Student Accounts or Profiles on Social Networking Websites

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 the student's parent to provide a password or other related account information to gain access to the student's account or profile on a social networking site.
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 the school's disciplinary rule or policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

Searches of Students and/or Student's Personal Effects

School authorities may search a student and/or the student's personal effects in the student's possession (purses, wallets, knapsacks, book bags, lunch boxes, etc.), when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or District's rules and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. When feasible, the search will be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or school liaison police officer (Campus Resource Officer) of the same sex as the student.

Seizure of Property

If a search produces evidence that a student has violated or is violating either the law or the school or District's rules or policies, 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. The student's parent(s) shall be notified of the search as soon as possible.

A copy of Board Policy [7:140](#), *Search and Seizure*, can be found on the District's website or may be obtained by calling the District 158 Administrative Office at (847) 659-6158.

SPECIAL EDUCATION

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and any necessary related services to all students with disabilities enrolled in District 158, as required by the Individuals with Disabilities Education Act (IDEA). The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated and provided with appropriate educational services. Once a student is determined to have a disability under IDEA, an Individualized Education Program (IEP) will be developed by a team of educators along with parents.

For additional information, please contact the Special Services Department at (847) 659-6158.

Prioritization of Urgency of Need for Services (PUNS)

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

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

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>. You may also contact the Special Services Coordinator at your child's school.

Services and Programs

District 158 provides a continuum of services to students with IEPs. Every effort is made to educate the student within their home school and classroom environment. The Individualized Education Program team, including the student's parent(s) and educators, meets annually to determine the needs of the student and the least restrictive environment. Students who move into District 158 with an IEP will be provided with the services listed in the Individualized Education Program plan.

Students with IEPs are afforded safeguards and rights described in the parent guide, [*Educational Rights and Responsibilities: Understanding Special Education in Illinois*](#), available on the Illinois State Board of Education (ISBE) website.

Students with disabilities who do not qualify for an Individualized Education Program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Access to Classroom for Special Education Observation or Evaluation

The parent of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. For further information, please contact the Building Principal.

Discipline of Special Education Students

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

Additional information, [including laws, regulations, and guidance](#), is available at the Illinois State Board of Education (ISBE) [website](#).

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Physical Restraint, Time Out, and Isolated Time Out (RTO)

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or

physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Additional information for parents, including [*The Physical Restraint, Time Out, and Isolated Time Out Bill of Rights*](#), is available on the Illinois State Board of Education (ISBE) [website](#).

Exemption From PE Requirement for Special Education Students

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student (a) is in grades 3-12, (b) has an Individualized Education Program (IEP) that requires that special education support and services be provided during physical education time, and (c) the parent agrees or the IEP team makes the determination; or
2. The student (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's IEP.

Related Service Logs

For a student with an IEP, the District must create related service logs that record the type of related services administered under the student's IEP and the minutes of each type of related service that has been administered.

STUDENT PRIVACY PROTECTIONS

Surveys

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

Surveys by Third Parties

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 may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This 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.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parents.
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.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs.

The student's parent may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent exercised this option.

Instructional Material

A student's parent may inspect, upon their request, any instructional material used as part of their child'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.

Prohibition on Selling or Marketing Students' Personal Information

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent 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:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. 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.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

Here is a link to the District's [Student Data Privacy](#) processes and procedures.

STUDENT RECORDS

The District will maintain two sets of records for each student: a permanent record and a temporary record.

Permanent Records

All student permanent records are maintained for at least 60 years after the student transfers, graduates, or permanently withdraws.

A student's permanent record may include:

- basic identifying information
- academic transcripts
- attendance records
- accident and health reports
- honors and awards
- school-sponsored activities and athletics
- information pertaining to the release of this record



Temporary Records

Student temporary records are maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent or to the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever comes first. Such students are called *eligible students*.

A student's temporary record may include:

- family background information
- intelligence and aptitude test scores
- psychological reports
- achievement test results
- participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- honors and awards received
- teacher anecdotal records
- disciplinary information
- special education files
- records associated with plans developed under Section 504 of the Rehabilitation Act of 1973
- verified reports of information from non-educational persons, agencies or organizations of clear relevance to the student's education
- information pertaining to the release of this record

Rights and Privacy Regarding Student Records

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

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

A parent or student 18 years of age has the right to inspect and copy their permanent record. The parent or student should submit to the Building Principal or the Official Records Custodian a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parent or student of the time and place where the records may be inspected.

These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c, 105 ILCS 10/5a, and 750 ILCS 60/214(b) (15).

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

A parent or eligible student may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the part of the record they want changed, and specify the reason.

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

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would

otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibility or contractual obligations with the District.

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

Academic grades and references to expulsions or out-of-state suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

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

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

Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to: name, address, grade level, birth date and place, parent names and addresses, academic awards, degrees, and honors, information in relation to school-sponsored activities, organizations, and athletics, major field of study, or period of attendance in school.

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

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

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

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

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202

TRANSPORTATION

School bus transportation is an important part of each student's education experience and the Transportation Department will assist in making this experience as pleasant as possible.

It is the responsibility of the Transportation Department to design and implement routes and stops according to guidelines set forth by the Illinois State Board of Education and Illinois State Law. Decisions regarding special education students will take into account related disabilities and the student's IEP pertaining to transportation.



Transportation Department Staff

The District 158 Transportation Department staff are dedicated to the service, safety and well-being of all students that it transports. Bus drivers are responsible for the students riding their buses just as teachers are responsible for the students in their classrooms. The bus driver is required to report students who violate the bus rules of proper behavior and conduct while riding the bus.

Bus Conduct, Expectations, and Discipline

Every student has a right to a safe and enjoyable ride to and from school free from intimidation, threat or harassment. Bus drivers are responsible for the lives of all students on their bus and will not be required to transport any student who is a disciplinary problem. The school discipline system applies to students at the bus stop, bus loading and unloading locations, on the ride, and throughout the school day. If a student's behavior is not acceptable, the right of riding the bus may be suspended and the student may face further consequences.

Bus Expectations

- Be on time
- Walk to and away from the bus
- Find a seat immediately and remain seated
- Maintain an appropriate noise level and use appropriate language
- Keep your hands, arms, feet, and all objects inside the bus and to yourself
- Follow directions from the bus driver and other adults
- Help keep the bus clean
- Report unsafe behavior to the bus driver
- Use only approved items on the bus

Bus Discipline

The bus is an extension of the school and classroom in which all school rules, regulations and discipline policies and procedures apply.

- Transportation is a right that can be suspended.
- Each student is responsible for their behavior while on the bus and in the school bus loading and unloading areas.
- Unacceptable conduct on the school bus or at a school stop may result in a warning, detention, suspension or expulsion from school.

Should a student's bus riding privilege be suspended, it then becomes the responsibility of the parent to transport the student. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion or suspension from school. Students suspended from the school bus who do not have alternate transportation to school will have the opportunity to make up missed school work for equivalent academic credit. It is the responsibility of the parent to notify the school that the student does not have alternate transportation.

Bus Routes

Students are required to ride their designated routes and get on and off at their designated stops. Students must be picked-up and dropped-off at the same location Monday thru Friday. Transportation needs to keep track of

students riding their designated routes in the event of an emergency (i.e. bus collision, lost or missing students, etc.). Due to the number of students being transported, it is not feasible to let students ride home on routes other than their designated routes.

In the event of an emergency, the parent must call the Transportation Department at (847) 659-3000 to request a change in their child's designated route. Requests for changes will be accepted or denied based on the number of students assigned to a particular bus route. If the request is approved, the Transportation Department will notify the school of the change.

Bus Stops

The Transportation Department requires that students be at the bus stop five (5) minutes before the regular pick-up times. The five minutes compensates for any variance in the bus run and allows the bus to stay on schedule. When the bus comes to a stop, the students can board the bus, and it can be on its way to the remaining stops. It is important for students to be present at their designated bus stop at least five minutes before the scheduled arrival time to ensure timely pick-ups. Due to multiple circumstances, the bus may arrive three to five minutes earlier or later than the posted time.

In areas where sidewalks are provided, students need to stand a safe distance on the sidewalk away from the curb and street. In areas where sidewalks are not provided, students need to stay off the road and out of harm's way of motorists using the roadway. The private property of those living near the bus stop is to be respected.

Students waiting for the bus are not to approach the bus until the bus has come to a complete stop and the driver has opened the door. Students are to get on the bus in single file in an orderly fashion without pushing and shoving, and find a seat immediately.

When students need to cross a road before boarding or after exiting the bus, they must wait on the curb or edge of the roadway until the driver signals the student giving them permission to cross the road. Students should cross the road far enough in front of the bus (approximately 10 feet) so the driver can see the student and the student can see the driver.

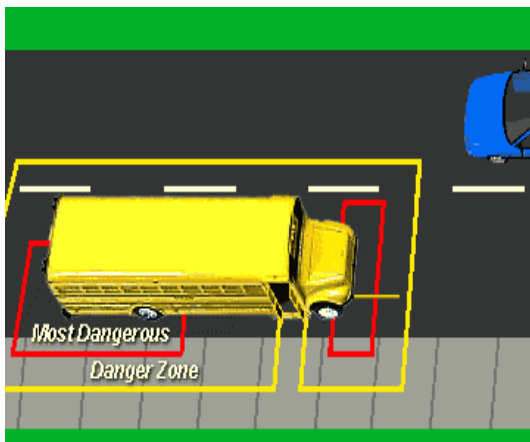
Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports of students who do not follow these guidelines.

Bus Drop-Off for Kindergarteners

A parent/guardian must be present at the bus stop in order for the driver to release a Kindergarten student.

If a parent/guardian wishes to authorize the release of their child to an older sibling or other designated adult, they must submit a written request to the Transportation Department at Transportation@District158.org.

If no authorized individual is present at the bus stop during drop-off, every effort will be made to contact the parent/guardian. If contact cannot be made, the student will be returned to the school, and the parent/guardian will be required to pick them up.



Danger Zones Surrounding School Buses

Statistically school bus transportation is the safest means of transportation that a student can take to and from school. A student has a 150 times greater risk of being in an accident to and from school via another vehicle other than a school bus.

The area within 10 feet in the front, sides, and rear of the bus are known as the DANGER ZONE. As such, precautionary guidelines must be adhered to when students are loading and unloading.

At no time should a student walk directly alongside the bus nor should a student cross the road behind the bus. Students need to remain at least 10 feet away from the bus before loading. When unloading, students must exit and immediately step at least 10 feet away from the bus and proceed immediately to their destination.

If a student drops an item in front of, alongside of, or at the rear of the bus, the student should not retrieve the item until notifying the driver. The driver will then decide if it is safe for the student to retrieve the dropped item.

Not following these guidelines is a serious safety offense and drivers have been directed to submit bus conduct reports for students not following these guidelines.

Electronic Recordings on School Buses

The Board of Education has adopted a policy authorizing the use of electronic recordings on school buses when transportation is provided for a school activity.

Electronic video and audio recordings are viewed to investigate incidents reported by a bus driver, administrator, CRO, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to CROs and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing the recording stating the time, name of individual viewing, and date the recording was viewed.

The content of the recordings are student records and are subject to District policies and procedures concerning school student records. If the content of a recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Transportation of Students with Disabilities

All students with an IEP are provided transportation entirely at District expense. The mode of transportation will be determined via the IEP conference. A parent wishing to waive the right to District approved transportation and desiring reimbursement for such services must seek reimbursement through the State of Illinois. District 158 will not provide reimbursement for expenses incurred by the parent.