

GLENBARD SOUTH HIGH SCHOOL

RAIDER PRIDE
LIVES HERE

RESPECTFUL

RESPONSIBLE

READY

RELATIONSHIPS

Student Handbook

2026-2027

**GLENBARD SOUTH HIGH SCHOOL
STUDENT HANDBOOK
2026 – 2027**

Glenbard South High School
23W200 Butterfield Rd. Glen Ellyn, IL 60137
Phone: 630-469-6500
Fax: 630-469-6572 www.glenbardsouthhs.org

School Administration

Mr. Sean Byrne	Principal
Mr. Taff Nielsen	Assistant Principal, Operations
Ms. Kim Jablonski	Assistant Principal, Instruction
Ms. Marina Kosak	Assistant Principal, Student Services
Mr. Tim Carlson	Assistant Principal, Athletics
Ms. Maya Chavez	Dean of Students
Mr. Michael White	Dean of Students

Board of Education

Ms. Hetal Lee, President
Mr. Jay Bastian, Vice President
Ms. Margaret DeLaRosa
Mr. Tod Altenburg
Dr. James Shannon
Ms. Martha Mueller
Mr. Peter Nolan

Ms. Jessica Santee, Superintendent



GLENBARD SOUTH HIGH SCHOOL

"Home of the Raiders"

Mr. Sean Byrne, Principal

23W200 Butterfield Road, Glen Ellyn, IL 60137, (630) 469-6500, www.glenbardsouthhs.org

A Message from Our Principal

Welcome to another year at Glenbard South High School! We are thrilled to have you as a member of the Raider Community.

Our mission is to help every student graduate as a well-rounded individual, embodying the attributes of a Glenbard Graduate. As you develop these core skills, you move closer to becoming the best version of yourself. We are dedicated to supporting your unique journey of growth and excellence over the next four years.

This handbook outlines our shared expectations. By following these guidelines, we foster a strong community where we can learn, grow, and challenge one another to improve every single day. As your principal, it is important to me that each member of our community feels

Remember, this is YOUR school. Our community thrives when we collaborate. I encourage you to consider how you can leave Glenbard South even better than you found it. In doing so, you will uphold our tradition of excellence and create lasting memories. Our entire community is here to support you, so don't ever be afraid to ask for help.

Never Hide Your Raider Pride!,

Mr. Sean F Byrne
Principal



TABLE OF CONTENTS

Department Chairs ...pg. 6

Student Information Whom to See for What...pg. 7

Glenbard Township High School District 87 Commitments...pg. 8

Glenbard Profile of A Glenbard Graduate...pg. 10

Raider Pride: Behavior Expectations...pg. 11

Raider Pride: How to be an engaged learner...pg. 12

Raider Hour and Collaboration time...pg. 13

Bell Schedule...pg. 14

General Information...pg. 15

- Canines pg. 15
- Commons / Cafeteria pg.15
- Homeless / McKinney Vento Act pg.16
- Homeschooling pg. 16
- Lockers pg.16
- Lost and Found pg. 16
- Driving pg. 17
- Parking pg. 17
- Health Center pg.18
- School Counseling Department pg.19
- AP- Advanced Placement Courses pg. 21
- Advance Placement (AP) Fee Process & One Free Test pg. 21
- FERPA pg.21
- NHS Tutors pg. 21
- Posters pg. 21
- Prayer pg. 22
- Student Grades pg. 22
- Study Hall pg. 22
- Student Images pg. 22
- Student Residency pg. 22
- TCD - Technology Center of DuPage pg. 23
- Technology Device Training and Support pg. 23
- Work Permits pg. 23

Learning Resource Center and Studio South...pg. 23

School Safety...pg. 24

- Clear and Present Danger Reporting pg. 24
- Emergency Drill and Evacuation Procedures pg. 24
- School Resource Officer pg. 25
- Student Identification Cards pg. 25
- Time Out and Physical Restraint pg. 25
- Visitors pg. 25

Student Help Lines...pg.25

Students Behavior and Conduct...pg. 26

- Academic Dishonesty pg. 27
- Alcohol and Drugs pg. 27
- Arson, Lighting Fires, Activating a False Fire Alarm or Unauthorized Use of a Fire Extinguisher pg. 27
- Bomb Threat or Initiating a False Report of a Bomb on School Premises pg. 27
- Bus Conduct pg. 27
- Dances pg. 27
- Behavior at a Dance pg. 28
- Entering or Exiting a Dance (Except Prom) pg. 28
- Displays of Affection pg. 28
- Dress Code and Appearance pg. 28
- Electronic Devices pg. 28
- Inappropriate uses of Technology pg. 29
- Fighting pg. 29
- Firearms, Weapons pg. 29
- Forgery pg. 29

- Games and Extracurricular Events pg. 29
- Gambling pg. 30
- Gang Activity pg. 30
- Harassment / Verbal Abuse / Bullying pg. 30
- Inappropriate, Abusive, or Foul Language pg. 30
- Insubordination pg. 30
- Laser Pointers pg. 30
- Locker Rooms pg. 30
- Loitering and Campus Boundaries pg. 30
- Misconduct pg. 31
- Off Campus Privileges pg. 31
- Physical Threats, Assault, Intimidation pg. 31
- Safety and Supervision After School pg. 31
- Sexual Activity pg. 31
- Smoking / Tobacco / Electronic Cigarettes pg. 31
- Sorority, Fraternity, or Secret Society pg. 32
- Student Search and Seizure pg. 32
- Theft / Possession of Stolen Property pg. 32
- Trespass Notice pg. 32
- Unauthorized Area pg. 32
- Unauthorized Entry pg. 32
- Unauthorized use of Computers pg. 32
- Unauthorized alteration of School Records pg. 32
- Vandalism pg. 32

Behavior Interventions...pg. 33

- Behavior Intervention Assignment "BIA" pg. 33
- Detention pg. 33
- Detention (Deans) pg. 33
- Detention (Teachers) pg. 33
- Extended Day Detention "EDD" pg. 33
- iPad Restriction pg. 33
- Mediation pg. 33
- Out-of-School Suspension pg. 33
- Pass Restriction pg. 33
- Restorative Intervention Assignment (RIA) pg. 33
- Social Restriction pg. 34
- Suspension and Expulsion pg. 34
- Due Process Review pg. 34

Attendance...pg. 34

- Excused Absences pg. 35
- Mental Health Absences pg. 35
- Reporting Absences pg. 35
- Attendance Intervention pg. 36
- Partial Day Attendance/Prearranged Absences pg. 36
- Excessive Absences pg. 37
- Tardies and Tardy Tracking pg. 37
- Attendance & tardy expectations for Homecoming & Prom pg. 38
- Leaving School During the Day pg. 38

Clubs / Activities / Athletics ...pg. 38

- Clubs and Activities pg. 38
- Athletics pg. 39
- Philosophy pg. 39
- Training Room pg. 40
- Athletic Office pg. 40
- Athletic Bus pg. 40
- Equipment pg. 40
- Athletic Locker Room pg. 40
- Parent / Coach Communication pg. 41
- Athletics Staff & Awards pg. 42

Boosters...pg. 42

District Policies, IHSA information...pgs. 42-63

DEPARTMENT CHAIRS

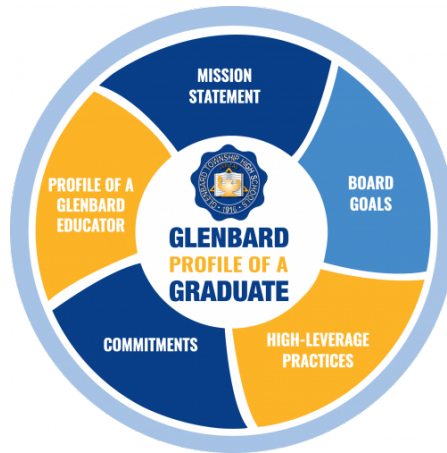
<u>DEPARTMENT</u>	<u>STAFF MEMBER</u>	<u>EXTENSION</u>
Business / Family & Consumer Science	Julie Fonda	4254
Driver Education / PE / Health	Jonathan Bergin	4247
English	Linette Chaloka	4260
Fine Arts / Speech	Steve Govertsen Administrative Assistant – Mari Jourdan	4712 4715
Guidance	Gloria Chapa-Resendez	4241
Mathematics	Haresh Harpalani	4727
Science / Technology and Engineering	Gabby Petersen	4515
Social Studies	Rubén Rodríguez	4280
Special Education Administrator	Kristen Carroll Administrative Assistant – Kim Lawler	4275 4205
World Languages	Cindy McManus	4732

Student Information Whom to See for What

<u>School Counseling Office</u> Ms. Duffy ext. 4248 Ms. Martin ext. 4242 Ms. Solis ext. 4773	Course Selection and Schedule Academic or Emotional Supports Driver Education Summer School Transcripts Work Permit Psychologist, Social Worker, & Speech Pathologist 504 Questions Special Education (please contact the school counselor or the Special Education Department)
<u>Assistant Principal for Athletics</u> <u>Mr. Tim Carlson</u> Ms. Beckford ext. 4253	Sports and Participation
<u>Assistant Principal for Instruction</u> <u>Ms. Kim Jablonski</u> Ms. Laurie Darter ext. 4215	Testing: • PSAT/NMSQT (Fall) • preACT and ACT (Spring) • Advanced Placement / AP (Spring)
<u>Assistant Principal for Student Services</u> <u>Ms. Marina Kosak</u> Ms. Vazquez Ext. 4213	<u>Student Services- Ms. Vazquez ext. 4213</u> • Homelessness / McKinney Vento • School Fees / Waiver / Lunch Assistance • Cap & Gown Information <u>Health Center / Nurse- Ms. Mitchell ext. 4282</u> • Information on physicals and immunizations <u>Deans' Office – Ms. Peggyann Pyle ext. 4250</u> • Student Discipline • Parking / Vehicle Registration • Theft • Bullying / Harassment • School Resource Officer <u>Attendance Office- Ms. Crystal Romero ext. 4283</u> • Attendance • Lost & Found
<u>Assistant Principal for Operations</u> <u>Mr. Taff Nielsen</u> Ms. Cheryl Hernandez ext. 4380	Bus / Transportation Information School photographs Building maintenance
<u>Raider Activity HUB</u>	<u>Manager - Ms. Rodriguez ext. 4273</u> School I.D. Card PE Uniforms / Supplies Bookkeeping / Account Payments Clubs and Activities Dance Tickets
<u>LRC</u>	Library Studio South College and Career Center Computer Lab
<u>Tech Help Desk</u>	iPad support

Mission:

We inspire and empower each student to become a critical thinker who engages as a global citizen.



Board Commitments

1. We are collectively committed to systematically align the **Profile of a Glenbard Graduate** six competencies to our academic, athletic and extracurricular programs, specifically to:
 - be self-empowered,
 - communicate,
 - think critically,
 - embrace diversity,
 - create, and
 - collaborate.
2. We are collectively committed to **respecting, encouraging and supporting** each student and their individual unique background and life experiences to achieve their education goals. By prioritizing equity, we aim to build an environment where **diversity is affirmed and families are valued** as esteemed partners of our school community.
3. We are collectively committed to fostering **a safe learning community and ensuring a culture of equity and belonging** in all that we do, specifically through intentional:
 - academic programming and instructional practices
 - wide array of activities and athletics
 - student leadership opportunities
 - hiring the most qualified staff that reflect the diversity and experiences of our communities and student body.
4. We are collectively committed to **closing both opportunity and achievement gaps with all of our students**, as measured by: the reduction of barriers to access, enrollment numbers, and achievement in coursework, meeting benchmarks and achieving expected growth on national standardized exams.
5. We are collectively committed to ensuring **a course sequence that articulates a pathway to personal success for every student, ensuring that students are prepared to succeed in both college and the workforce**, with a focus on increasing early college credit opportunities and career experiences.
6. We are collectively committed to continually improving our **systemic placement processes to challenge all students** to take the most appropriately rigorous coursework, starting as an incoming 9th grade student through senior year in all course areas based on standardized placement data, informed

family consent and prior course success.

7. We are collectively committed to implementing **research-based practices to support student well-being** through improving self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

8. We are collectively committed to the **highest standard of instructional and assessment practices in every classroom**, every day, with a specific focus on:

- alignment to high-leverage national standards,
- provide deep learning experiences which intentionally develop the six Profile of a Graduate competencies in our students, assess with authentic performance tasks, and focus on Webb's Depth of Knowledge Levels 3 & 4: Strategic and Extended Thinking,
- opportunities for productive struggle through challenging, complex texts and tasks,
- differentiation in the classroom with a focus on student choice, student ownership, innovation and authentic learning opportunities,
- structured interventions for relearning opportunities within an articulated Multi-Tiered System of Support,
- alignment of formative to summative assessments, reflecting research-based grading practices,
- timely, meaningful, and authentic feedback and reflective practices,
- leverage instructional technology, such as AI, as a powerful learning tool.

4. 9. We are collectively committed to supporting every student to be fully prepared to make informed decisions as they pursue their **individualized postsecondary plan** by providing a clearly articulated postsecondary curriculum in 9th through 12th grade, including a commitment to a **wide array of academic programs and multiple opportunities for college and career exploration for every student**.

10. We are collectively committed to **hiring educators who embody the characteristics of the Profile of a Glenbard Educator**, one who advocates, empathizes, adapts and learns, embraces diversity, innovates, and collaborates. We are committed with these educators to a culture of **collective efficacy through professional development and Professional Learning Communities (PLCs)** to drive student learning.

11. We are collectively committed to **investing in our resources, specifically our programming and facility improvements**, in order to support student achievement in all areas and **provide a safe and productive school environment** that supports the educational success of our students while maintaining fiscal responsibility.

12. We are collectively committed to a **culture of continuous improvement which leads to student growth and achievement** through intentional systems in the areas of:

- assessment literacy
- Professional Learning Communities
- data-driven practices
- middle school articulation and collaboration
- instructional technology
- professional development
- reflective evaluation processes
- school safety protocols and systems



IS SELF-EMPOWERED

- Practices responsible decision-making and considers impact on others
- Creates, monitors and reflects upon ambitious and realistic goals
- Builds and sustains strong, healthy relationships
- Advocates for self and others in a socially responsible, empathetic manner
- Employs a growth mindset that includes self-regulation, motivation, and resiliency



COMMUNICATES

- Demonstrates and works to develop an understanding of audience and self
- Adapts message, style and tone to the chosen medium, audience, and purpose
- Utilizes clear, concise, and effective oral and written communication
- Listens actively and responds with empathy and respect
- Initiates and sustains meaningful conversation in a variety of settings



THINKS CRITICALLY

- Leverages curiosity to identify problems and take intellectual risks
- Examines and challenges assumptions, making decisions based on evidence
- Reasons effectively to make logical judgements and explanations
- Develops a variety of solutions and arguments to authentic problems
- Questions one's own thinking, reasoning, and beliefs



EMBRACES DIVERSITY

- Intentionally develops and shares identities and intersectionality of self
- Respects diverse backgrounds and seeks varied points of view to deepen understanding
- Creates community through mutual respect
- Understands own biases and reflects on them regularly
- Actively works to develop empathy for others
- Finds opportunities to embrace and affirm one's authentic self



CREATES

- Solves real problems that are passion and purpose driven, in local community and around the world
- Generates original ideas, solutions, and products in imaginative ways
- Open and responsive to new ideas and perspectives
- Extracts learning from failure to move ideas forward
- Reflects meaningfully on feedback while able to set aside personal biases.
- Novel use and application of prior knowledge



COLLABORATES

- Inspires and motivates others toward a common purpose
- Takes responsibility for self and team through shared, focused leadership
- Receives, provides and learns from constructive feedback
- Values and understands mutual accountability to the mission
- Optimizes digital tools to learn and grow with others
- Is generous in sharing ideas with others

Raider Pride: Behavior Expectations

<i>Raider Pride</i>	Be <u>Ready</u>	Be <u>Responsible</u>	Be <u>Respectful</u>
In the Hallways	● Get your gear ● Arrive in five	● Stay informed ● Smile and say hello ● Look up from your phone	● Keep your interactions positive ● Appreciate the work of peers
In the Classroom/Labs	● Produce your best work on time ● Follow directions ● Be prepared	● Actively participate ● Stay focused ● Ask for help	● Maintain academic honesty ● Ask permission to use materials
In the Cafeteria	● Make healthy choices ● Use extra time for academics	● Recycle ● Include others ● Meet new people	● Be polite to others ● Maintain a clean environment
In Gymnasium	● Lock your locker ● Play by the rules ● Show self-control	● Dress for PE ● Participate ● Have fun	● Keep electronics in locker ● Wash your uniform ● Maintain personal space ● Show good sportsmanship
With Technology	● Come to class with device charged, muted, and ready for class ● Treat device with care	● Know when to unplug and connect with people ● Assist others with less skill	● Follow individual teachers' rules regarding technology ● Only use cameras when directed by teachers
In All Areas at all times	● Use appropriate language and volume ● Attend school regularly ● Carry your school ID ● Dress for success ● Treat others as you would like to be treated ● Respect the differences of others		
<u>Relationships</u>			
Raiders will take pride in creating, building, and maintaining healthy relationships.			

CONTINUING A TRADITION OF *PRIDE* AND *EXCELLENCE*

Raider Pride: How to be an Engaged learner

STUDENT ENGAGEMENT/SEL FRAMEWORK

READY (Focus/Listening/Preparation)			Respectful (Participation/Responding)		Responsible (Ownership)
<i>I concentrate on the growth and learning of me and my peers with no distractions.</i>	<i>I thoughtfully process and alertly consider others' comments and questions.</i>	<i>I do work necessary to learn and engage in the course content, activities, and environment.</i>	<i>I thoughtfully and curiously ask questions for the purpose of the growth and learning of me and my peers.</i>	<i>I thoughtfully react to the material and my level of understanding of the material.</i>	<i>I take pride in the growth and learning of me and my peers through an intrinsic desire to share, apply, and integrate new knowledge.</i>
I correctly identify my distractors (phone, iPad, earbuds, friends, weather). I resist my distractions. I understand when to use the iPad for a task and when to put it away. I set an attainable short-term goal for the period. I maintain a positive growth mindset rather than resorting to a fixed mindset that leads to negative self-talk. I balance productive social behaviors with goal-oriented on-task behaviors. I act respectfully in class at all times because I care about my classmates' and my own education. I create a suitable learning environment at home that allows me to do school work with few, if any, distractions.	During full class instruction, I listen actively to the teacher to independently comprehend content. I recognize why people may respond to a question or topic differently. I compliment another student's response. I constructively critique another student's response. I take advantage of mistakes as opportunities to correct them and learn. I listen to other students and use their feedback to improve my skills and/or understanding. I actively use both written and verbal feedback to improve my skills and/or understanding. I consider the thoughts and feeling of adults and peers	I come prepared for class with notes, books, ideas, and questions for the class. I am physically and mentally prepared for class before the bell rings. I keep a written record of notes, ideas, and questions about a text we are studying. I can reflect on what I know versus what I don't yet understand. I determine the best approach and order for completing my work. I approach relationships/conversations with positive assumptions	I pose a meaningful question to the class for the purpose of clarifying, understanding, making connections, challenging ideas, and/or elaborating. I seek out feedback on my work from a peer or teacher. I request a model / example of a skill or product. I am consistently curious to understand nuances and complexity. I communicate my own confusion about something as a means to achieve deeper understanding. I strive to identify diverse social norms including unjust ones	I share an idea that is based on evidence and reasoning. I share a relevant description or visualization of the language being studied. I communicate a related but original opinion. I offer a model/example of a skill or product. I draw connections between texts, disciplines, topics, or issues. I draw connections between content and my own world or experience. I accept mistakes, confusion, and frustration with material as part of the learning process. I understand and express gratitude	I help another student achieve a greater understanding. I share a frustration, struggle, mistake, or challenge. I offer the teacher feedback or suggestions on how to modify a lesson for deeper student engagement. I share an anecdote or create something new that applies new content outside of the classroom. I authentically connect content to my own post-high school goals and interests. I share my own "persevere and return" (light bulb moment, a-ha moment, etc.) story with my teacher or peers. I can, following error or failure, create my own plan for improving my understanding. I set my own relevant goals for learning rather than having them dictated to me.
RELATIONSHIPS					

Raider Hour

The Raider Hour offers opportunities for students to seek academic support as well as connect with a trusted adult in an advisory setting. Raider Hour will take place during the school day between 2nd and 3rd period on Mondays and Fridays. (Please see the schedule below.) The Raider Hour shall consist of two components: Advisory and Agency Days.

ADVISORY will provide an **opportunity for students to grow and learn the procedures of our high school.**

Activities will include drills, uniform lessons, surveys, etc. Students will be assigned to an advisory staff member(s) and room. The advisory staff member(s) will remain the same throughout the school year.

AGENCY DAYS will provide the option for students to meet with their own teachers during the school day to receive assistance in their classes. **Agency days are primarily a time for students to interact with teachers.** Students are empowered to choose which support period they would like to attend by selecting their preferred support day location. Staff members will be able to assign students to attend their support period which will override the student selection.

***Attendance is required during all Raider Hours for both Advisory and Agency Days. Staff members will always take attendance during these periods.**

Collaboration Time

All students will be assigned **one lunch period during 4th, 5th, and 6th period** for Monday, Tuesday and Friday. On Wednesday and Thursday, which are the block schedule days, lunch will be built into the 7th and 8th period blocks. On Wednesday and Thursday, during the assigned lunch period from the rest of the week (4th, 5th, and 6th periods), the students will be assigned to a Collaboration Period, which will serve as a study hall period for students on these days.

- The 5th period Collaboration time is the last period on Wednesday from 1:30-3:00 pm.
- The 4th period Collaboration time is the first period on Thursday from 8:00 -9:30 am.
- The 6th period Collaboration time is the last period on Thursday from 1:30 - 3:00 pm.

All **juniors and seniors** can earn the privilege of off-campus for Collaboration Time period during 4th, 5th or 6th period, but at any time this privilege could be reconsidered and revoked due to academic, attendance or behavior concerns. ***The student must show responsibility in meeting academic expectations, demonstrate positive school community expectations, and exhibit good decision-making skills.*** Students with this privilege are always welcome to choose to attend school during their Collaboration Time. Students will need to check into the designated location.

During 26-27 school year registration, parents/guardians are asked to respond “yes” or “no” to the following:

I give permission for my Junior or Senior student to be off-campus for Collaboration time during 4th, 5th, or 6th on Wednesday or Thursday.

This permission can be changed by the parent at a later date during the school year. If a parent grants permission during registration but then wishes to revoke that permission they should contact their student’s dean.

2026-27 Bell Schedule:

GLENBARD SOUTH BELL SCHEDULE 2025-2026

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
RAIDER HOUR		PLC DAY		ODD BLOCK DAY		EVEN BLOCK DAY		RAIDER HOUR	
1	8:00 - 8:43	1	8:00 - 8:43	1	8:00 - 9:30	4	8:00 - 9:30	1	8:00 - 8:43
2	8:48 - 9:31	2	8:48 - 9:31					2	8:48 - 9:31
RH	9:34 - 10:14	3	9:36 - 10:19	3	9:35 - 11:05	2	9:35 - 11:05	RH	9:34 - 10:14
3	10:17 - 11:00	4	10:24 - 11:07	7A Lunch: 11:10-11:50 Class: 11:55-1:25		8A Lunch: 11:10-11:50 Class: 11:55-1:25		3	10:17 - 11:00
4	11:05 - 11:48	5	11:12 - 11:55	Class: 11:10-11:55 7B Lunch: 11:58-12:38 Class: 12:41-1:25		Class: 11:10-11:55 8B Lunch: 11:58-12:38 Class: 12:41-1:25		4	11:05 - 11:48
5	11:53 - 12:36	6	12:00 - 12:43	7C Class: 11:10-12:40 Lunch: 12:45-1:25		8C Class: 11:10-12:40 Lunch: 12:45-1:25		5	11:53 - 12:36
6	12:41 - 1:24	7	12:48 - 1:31					6	12:41 - 1:24
7	1:29 - 2:12	8	1:36 - 2:19					7	1:29 - 2:12
8	2:17 - 3:00	PLC 2:23 - 3:05		5	1:30 - 3:00	6	1:30 - 3:00	8	2:17 - 3:00

GENERAL INFORMATION

Canines

Canine detection patrols in high schools serve as a proactive measure to enhance campus safety. By using trained dogs, District 87 aims to support a safe learning environment and promote a sense of security among students, staff, and parents. These patrols also act as a deterrent to potential offenders, ensuring that the presence of detection dogs encourages adherence to school policies and safety regulations.

Canine interference- Students should be reminded to stay away from canines that are working in schools, unless given explicit permission by the handler. These dogs are specially trained, distractions can interfere with their important duties. Petting, calling out to, or approaching a working dog can break their focus. Respecting the space and role of these animals helps ensure a safe and supportive environment for everyone in the school community. Students who interfere with the work of the canines may be subject to disciplinary action.

Commons / Cafeteria

During the lunch periods, the Commons serves as our cafeteria. The cafeteria provides a variety of items for students including hot and cold lunches, beverages and snacks. Every student is assigned a lunch period and should take advantage of the services offered in the building. In order to promote cleanliness and efficient food service, students are expected to be courteous to staff and students while observing the following rules:

- Students should be in the Commons when the bell rings
- Students may choose their seats in the Commons. If there are problems, lunchroom supervisors may assign students to regular seats for limited periods of time at their discretion.
- Pick up any debris or garbage from the table, chair, and floor. Students with bag lunches are expected to put all trash in the appropriate waste containers.
- Recycle when possible
- No disruptive behavior- No loud talking, shouting, throwing objects, standing, or running. Any disruptive behavior will result in a referral to the Dean.
- Students may not leave the Commons unless they have a pass or permission from a supervisor
- Items from the cafeteria lines must be consumed during the appropriate lunchtimes and are not permitted in the hallways and classrooms
- Students may not bring bags, coats, or jackets into the lunch line.
- **Students are not permitted to order food from an outside vendor.**

Cafeteria Prepayment

Notice of Procedures – The food services department uses a computerized point of sale program, which enables parents to prepay for meals. To set up a prepay plan please visit www.pushcoin.com to sign up for the prepayment option with their easy-to-use system.

When purchasing items, students scan their ID to deduct the food cost from a prepaid balance. Similar to a debit card, the system will not accept charges or allow negative balances. Students are also allowed to make daily purchases with a credit/debit card or cash. Money remaining in a student's account at the end of the year will remain in the account, to be used the following school year. If requested in writing by a parent, account balances for graduating seniors or students moving out of the district can be transferred to other family members, or if more than \$10.00, refunded at the end of the school year. All refunds must be requested in writing by a parent or guardian. Refund checks will be mailed to parents. No cash refund will be issued. Students should spend balances of less than \$10.00 since no refund will be issued for this amount.

Homeless/McKinney-Vento Act

If you have any questions regarding the educational rights of homeless children and youth in Illinois, you can contact:

Glenbard Twp High School District 87 Homeless Liaison
Ms. Janet Cook, Assistant Superintendent for Student Services
(630) 469-9100 or contact the school Assistant Principal of Student Services

The Educational Rights of Homeless Children & Youth

Homeless children and youth face special problems in getting to school and staying in school. Many homeless families move during the school year, sometimes more than once. School records get lost. Physical examinations and immunizations required for school may be hard to get. Both Illinois and federal law – the Illinois Education for Homeless Children Act and the federal McKinney-Vento Homeless Assistance Act – require that school district liaisons provide assistance to homeless children and youth to solve these problems. These liaisons have an ongoing obligation to understand the barriers faced by homeless children and youth in enrolling, attending and succeeding in school and an obligation to address those barriers, whatever they may be.

Illinois school district liaisons are required to take action to help children and youth who are homeless. The educational rights and benefits for homeless children and youth are described below.

Who is Homeless?

The definition of “*homeless*” under Illinois (and federal) law is very broad. It includes a person who lacks a “fixed, regular and adequate nighttime” abode; a person whose primary nighttime residence is a shelter (including transitional housing or hotels) or a place not ordinarily used by human beings for sleeping (box, car, etc). **This definition is broad enough to include “the hidden homeless”, i.e., children and youth that are temporarily doubled-up in housing because they cannot afford a place to live.**

HOMESCHOOLING

When the administration becomes aware of a child of compulsory school attendance age who resides in the boundaries of the district and who is reportedly being schooled at home, this fact shall be reported to the Regional Superintendent of Schools. See School Board Policy 7:32 for more information.

Lockers

In speaking with students at Glenbard South we have found very few students use their assigned locker. With the implementation of iPads and less materials to carry, students will use their backpacks to navigate items from class to class. However, we know that some students will still want to use a locker throughout the school year. During Back to School Days and Raider Rush students will get the opportunity to opt in for lockers if they deem one necessary. If at any point during the school year they do feel they need one they should put a request in through the Assistant Principal for Student Services for an assigned locker.

Lockers should not be shared. It is the student's responsibility to keep their locker locked at all times. Any problems with a lock or locker should be reported to the Deans' Office. The school will not be responsible for items missing from a student's locker. STUDENTS ARE URGED NOT TO KEEP VALUABLES OR MONEY IN THEIR LOCKERS. SCHOOL AUTHORITIES RESERVE THE RIGHT TO OPEN AND SEARCH THE CONTENTS OF ANY LOCKER AT ANY TIME WITHOUT CONSENT OF THE STUDENT.

Lost and Found

- Articles found in the school should be turned into the Attendance Office
- Unclaimed items will be disposed of at the end of each semester

Students should exercise every caution in the care and security of personal possessions. Glenbard South assumes no responsibility for lost or stolen items.

Driving

Each school day a very specific driving pattern will be enforced to promote safety and security of the students while they are entering and exiting the building. The Glenbard South security team is available to provide assistance.

Parking

Seniors enrolled in their 4th year of high school and students enrolled in Zero Hour PE will be given priority to purchase a parking permit. Remaining spaces will be sold to Juniors enrolled in their 3rd year of high school (via lottery). School fees must be paid or families must have an established payment plan to be eligible for parking privileges.

- Students must have a valid driver's license in order to purchase a parking permit.
- All rules of the road for safe driving must be followed.
- The school district is not responsible for theft(s) from or damage to any vehicle when parked on school grounds or parked on property controlled by the school district.
- All vehicles parked on campus or property leased to the school are subject to search without notice or consent by school administrators. School authorities may request the assistance of law enforcement officials when searching for illegal drugs, weapons, or other illegal or dangerous items, these searches may include the use of trained canines. School officials may provide law enforcement officials evidence that a student violated or is violating the law, a local ordinance, or a school rule or policy. (Please see school board policy 7:140.)
- Student vehicles must be properly parked in a valid parking stall (yellow lines only). Students parked illegally will be cited and may lose parking privileges.
- Permit must hang from the rearview mirror. Permits are not to be taped on vehicles.
- Permits must be registered to the family that owns this vehicle and to the student that drives this vehicle. Sharing of parking permits is prohibited.
- If driving a different vehicle that is not registered with Student Services, the student must notify security at entrance #4
- Students are to park ONLY in spaces that correspond with the number on the parking permit.
- Any student who sells their permit or is found with a permit reported lost, stolen, or any permit, which does not belong to them, will be barred from any future parking privileges.
- There is no overnight parking of any vehicle on school property. All cars must be removed at the end of school activities.
- If a registered vehicle is sold or inoperable, the permit MUST be removed. The new vehicle must be registered with Student Services and the permit must be moved to the new vehicle.
- If the permit is lost or stolen, a replacement permit may be obtained in the Dean's Office.
- Freshmen will not be issued a parking permit and are not permitted to drive or park.
- Students are not allowed to transport underclassmen off campus during the school day. Violations will result in revocation of privileges.
- If a student has tardies, truancies, failing grades in classes or has failed to comply with dean instructions for behavior issues, the student may lose parking privileges. Motor vehicle trouble, excessive traffic or parking problems are not acceptable reasons for being tardy or absent.
- Temporary parking is available each day. Parking is first come, first serve. All cars must be properly registered at the Security Desk at Entrance #4. Junior and Senior students who do not have a parking permit may use these temporary spots 5 times per semester. Sophomores and Freshmen are not eligible for the temporary parking.
- Enforcement of Traffic Violations on school grounds pursuant to a written agreement between the School Board of Glenbard Township District 87, the County Board of DuPage County, traffic violations on the school grounds of Glenbard South High School will be enforced by the DuPage County Sheriff's Office, in accordance

with the Illinois Vehicle Code. The Sheriff's Office is taking a proactive stance to ensure that students and staff are safe on the school grounds. BE ADVISED that any traffic violations will be strictly enforced.

All visitors or students using the temporary parking area must be registered at the main desk located at entrance #4.

Failure to observe the rules indicated above may result in any of the following interventions or combination of

- **Dean's Office Intervention and a note in discipline file**
- **Warning sticker on vehicle**
- **Revocation of parking privileges**
- **Sheriff's Ticket**
- **Vehicle towed at the owner's expense**

Student Parking: Temporary Spot Regulations & Procedures

Junior and Senior students who have not purchased a permanent full-year parking permit may utilize the designated temporary parking spots on campus. These spots are intended for occasional use and are subject to strict monitoring.

Temporary parking is located exclusively next to the varsity baseball field. These spaces are clearly marked and numbered T1 through T5.

Students are permitted to use the temporary parking spots for a maximum of 10 times per semester. Any student who exceeds the 10-time limit per semester is subject to having their vehicle towed immediately at the students and family's expense.

To ensure your vehicle is registered for the day and avoid disciplinary action, you must follow these steps immediately upon arriving on campus:

1. Pull into an open temporary spot numbered T1–T5 next to the varsity baseball field.
2. Take note of your specific spot number before leaving your vehicle.
3. Proceed directly to the Dean's Office.
4. Provide the Dean's Assistant with the following information:
 - Your assigned temporary spot number (T1–T5)
 - Vehicle Make
 - Vehicle Model
 - License Plate Number

Failure to properly follow these procedures—including failing to register your vehicle immediately upon arrival or exceeding the 10-use limit—will result in the following consequences:

You may be strictly prohibited from parking anywhere on school grounds for the remainder of the year.

Your vehicle is subject to being towed from campus at the student and family's expense.

Health Center

Our licensed school nurse is available in the Health Center throughout the school day. A student who needs to see the nurse must obtain a pass from the teacher before going to the Health Center unless an emergency situation exists. No student will be allowed to go home from school unless a parent, guardian, or a person designated as an emergency contact has been notified and appropriate transportation arranged. Students need to see the nurse prior to calling or

texting parents by cell phone. Follow the school policies regarding the use of cell phones. See also policy 7:100 Health Examinations, Immunizations, and the Exclusion of Students, Policy 7:285 Allergy and Policy 7:7270 Administering Medicines to Students.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law.

Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Opioid Antagonist Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30 and maintain an undesignated stock of opioid antagonist medication (Narcan) which may be administered to students and other individuals by a school nurse or trained personnel as necessary according to State law. Paramedics will be notified when an opioid antagonist is administered on school grounds along with the student's parents/guardians.

Pandemic Preparedness

In the event of a disease outbreak, epidemic, or pandemic, emergency school closings may be necessary at the direction of state/local health officials or the Illinois State Board of Education (ISBE). During extended school closures, the District will implement a remote learning program consistent with ISBE guidance. Parents and guardians will be required to perform daily temperature checks and health screenings for their child(ren) before school and report this information to school staff members. School personnel may perform temperature checks and health screenings for students at school as necessary at the sole discretion of school personnel. If a student has a fever higher than 100.4 degrees Fahrenheit or exhibits any other sign of illness while at school, the student must be picked up from school immediately and will be excluded from school for a period of time determined in consultation with ISBE and the Illinois Department of Public Health. Visitors will not be allowed to enter school buildings except in exigent circumstances. In no case will a visitor be allowed to enter a school building when exhibiting signs of illness, as determined at the sole discretion of school personnel. Students and adults present at school must wear fitted face masks covering their nose/mouth at all times, including on school buses. If a student refuses to wear a mask or otherwise engages in conduct that compromises the safety of others, his/her parents will be notified and disciplinary interventions may result, including possible expulsion from school. During this unique time, the school will implement behavior expectations for students to ensure the ongoing health and safety of all individuals on and off our school campus.

Physical Education Medicals & Excuses

The Health Office upon request will issue Physical Education medicals and excuses from a Licensed Physician only. Parent/guardian and medical excuses need to be presented to the Health Office. Parent/guardian and/or student requests are acceptable up to three (3) days per semester. The physician's office may FAX the medical excuse to the attention of Ms. Barbara Smith, RN (630) 469-6563 or via email to barbara_smith@glenbard.org.

School Counseling Department

The School Counseling Department offers services designed to assist students to develop their talents and to benefit from Glenbard South's educational program. In addition to the school counselors, the department includes the services from the school psychologist, the social worker, and the speech and language pathologist.

Glenbard South school counselors are professional educators with a mental health perspective who apply Social Emotional Learning to help students understand and respond to the challenges presented by today's diverse student population. School counselors do not work in isolation; rather they are integral to the total educational program. Open

lines of communication with parents and guardians ensures student support at school and at home. Our team communicates available resources to students, and encourages them to utilize innovative learning tools and supports. The Student Services Department understands that the treatment of all students as valuable, life-long learners, provides them with access to the same resources and interventions in place to help them be successful in present and future endeavors.

They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. School counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Model: A Framework For School Counseling Programs, with its data-driven and results-based focus, serves as a guide for Glenbard South's School Counselors.

Counselor Assignments 2026-2027

Class of 2030 (Freshmen) Bledsoe A-Ca Khan Cb-F, J-Mb, Rt-V Douglas G-I Pratt Mc-Re Chapa-Resendez W-Z & Life Skills	Class of 2029 (Sophomores) Bledsoe A-E Douglas F-L Pratt Mi-T Chapa-Resendez M-Mh U-Z & Life Skills
Class of 2028 (Juniors) Bledsoe A-E Douglas F-L Pratt M-So Chapa-Resendez Sp-Z & Life Skills	Class of 2027 (Seniors) Bledsoe A-D, Sd-Sz Douglas E-K Pratt L-Sc Chapa-Resendez T-Z & Life Skills

Glenbard South School Counselors Implement the School Counseling Program by Providing:

Classroom Guidance

- Post-secondary planning and application process career planning
- Education in understanding self and others
- Career awareness and the world of work
- First-generation college bound student support
- Small group guidance lessons in academic, career and college planning

Individual Student Planning

- Goal setting
- Academic plans
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses

Responsive Service

- Communication, problem-solving, decision-making, conflict resolution and study skills
- Short-term individual counseling
- Individual/ family/ school crisis intervention
- Peer facilitation

- Coping Strategies
- Consultation/ collaboration with outside counseling agencies
- Referrals to community counseling resources and mental health services

Advanced Placement (AP) Courses

It is the expectation that students enrolled in AP courses take the College Board AP exam in the spring. This is an essential part of the course experience and is the culminating assessment of learning. In addition, students and families can benefit from earning early college credit and reducing the cost of college completion.

Students who elect NOT to take the College Board AP exam will take the final exams according to course guidelines. This may include second semester seniors who are passing the course with an A, B, or C.

Advanced Placement (AP) Fee Process & One Free Test

The cost of a student's AP exam(s) is factored into school registration fees at the beginning of the school year. The D87 School Board has made the investment to pay for one AP exam for every Glenbard student every year. All subsequent exams are \$99 (including AP Seminar and AP Research). To officially register for each AP exam, students must join the MyAP classroom for each of their AP courses. MyAP is a College Board website where students register for exams, access course resources, and see their exam scores. If your student drops an AP class, the student's balance will automatically be updated to reflect the change. Families can withdraw from the exam without financial penalty by November 1st for full year AP courses or March 1st for 2nd semester only AP courses by notifying their school counselor or the Assistant Principal for Instruction. After this date, families will receive a partial credit (exam cost minus a \$40 canceled exam fee)

FERPA

[Glenbard District 87 - Notification of Rights under FERPA](#)

The federal *Family Educational Rights and Privacy Act* (FERPA) [20 U.S.C. § 1232g; 34 CFR Part 99] and the *Illinois School Student Records Act* (ISSRA) [105 ILCS 10/1 et. seq.; 23 Ill.Adm.Code § 375] afford parents and students certain rights with respect to school records.

NHS Tutors

Students who need help in academic courses may request a peer tutor that will work with students one-on-one. Request forms are available in the School Counseling department. Please be aware that there are a limited number of peer tutors available. School counselors have lists of additional tutoring resources available for hire in addition to our many in school academic resources.

Posters

The Assistant Principal for Student Services must approve all signs and posters. Bring posters and signs to the Main Office. Once they are approved they will be given to Ms. Rodriguez in the HUB and they will be hung in the appropriate locations. If you are making multiple copies of the same sign please make copies AFTER it has been approved.

Prayer

Prayer (See Board Policy ~~6:225~~ [6:255](#) and [7:130](#))

For those students who plan to attend required prayer during the school day, we would like to collaborate with parents/guardians as well as students to proactively work to schedule non-instructional options during this time, if at all possible in their schedule. Please note that this is dependent on the courses your student is enrolled in and a non-instructional option cannot always be guaranteed. Please contact your student's school counselor if you would like to discuss options. **Policy number corrected on 9/21/26.**

Student Grades

A student's progress can be viewed online through PowerSchool. PowerSchool hosts the official grades, not Schoology. Grades are posted by the student's teacher. Semester grades are available online in PowerSchool; report cards are no longer mailed to the student's home. Student performance should be reviewed often.

Study Hall

Some students may choose to take study hall during the regular school day. All rules and regulations regarding attendance, tardiness and student behavior that apply to academic classes also apply to study hall. Students in study hall are expected to bring materials necessary to spend the period working quietly.

Student Images

Glenbard District 87 reserves the right to use images, photographs, or likenesses of students, while engaged in school activities, in digital, video, or printed form and to allow the media into the school to cover non-public events, accomplishments, and news stories and to use images, photographs or likenesses of students, in electronic, video or print form. Unless parents or guardians request in writing to the Assistant Principal for Student Services **within the first 30 days of school** that identifiable images of his or her child not be used, Glenbard has the right to participate in publicity actions as stated above. Parents/guardians should understand that if they withhold consent, none of the student's information would be released. This includes examples such as information/photographs for the yearbook, award listings such as honor roll, and class projects highlighted in digital or print form.

Student Residency

Under Illinois law, only students who are residents of the Glenbard School District may be admitted to a Glenbard High School on a tuition-free basis. Students who are not residents of the School District may be admitted if approved by the Superintendent and must pay tuition. The only exceptions are that: (1) students in certain exchange programs may attend tuition-free; and (2) an enrolled resident student who becomes a non-resident during the school term may continue to attend tuition-free until the end of the regular school term in May.

Generally, only students who live in the school district with their custodial parent or guardian will be regarded as residents. We verify the residency of all students each year prior to registration, using a third-party firm that provides us with current address information that allows us to verify families' address information electronically. Families whose residency is verified electronically do not need to submit paperwork to certify that they live within Glenbard District 87's boundaries. If we are unable to electronically verify a family's residency, we will notify the family in writing and request residency verification documentation. Students who are determined not to be residents may be denied enrollment or dis-enrolled and subject to payment of tuition. ***Anyone who misrepresents facts in relation to the residency of a student may be subject to criminal and civil legal proceedings.***

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the transportation to or from school.

Technology Center of DuPage (TCD)

Students who have enrolled in classes at TCD are expected to follow the rules and regulations regarding attendance, tardiness and student behavior that apply to other academic classes. These expectations apply at TCD and traveling to and from TCD. All students will be transported to and from TCD on school buses. No student may drive to TCD without permission from the Dean's Office acquired at least 24 hours in advance. A student who drives to TCD without permission may have their vehicle towed and will be subject to discipline in the Dean's Office.

Technology Device Training and Support

To support our students when they receive their iPad over the summer through the mail, each student is required to take part in a virtual training course through Schoology. This training is led by a teacher and focuses on basic functions and setup, appropriate use, G-mail, PowerSchool, and accessing textbook applications.

If students encounter a problem with their District-leased iPad, they should report to the Tech Help Desk in the Library. Depending on the issue, it may be resolved at that time, or moved to one of our technicians for additional support. In all cases of loss or theft, the District requires that a police report be filed and a copy of the report be submitted along with the insurance deductible, if applicable, before a replacement device will be issued. In some cases a device will be issued after a school technician evaluates the problem.

Work Permits

Work permit forms for students under the age of 16 may be secured from the Guidance Office. A form needs to be picked up and filled out by parent and employer and returned to the Guidance Office. Student must be present to sign the Work Permit.

Learning Resource Center and Studio South

The library has books, electronic materials, and A/V equipment for students to check-out. To ensure the availability of these materials to all students and to promote a study-oriented atmosphere, certain procedures must be followed. The library is open from 7:30am-4:00 pm on most school days and students can choose to come to the library from their lunch or study hall period. However, students cannot be guaranteed regular access to the library during their study hall or lunch period, because there is a limited amount of space. When it is necessary to close the library or have limited student access, a sign will be posted outside the library noting the period and availability.

If parents/guardians would like information on their student's access to materials please contact the head librarian.

Parents and students should refer to Board Policy section 6:230 to find more information in regards to access to library materials.

Student Responsibilities

- The library is a shared open space between classes, teachers and students. During lunch/ study hall, we ask that students work at a reasonable volume and respect their peers and staff members.
- When using the library, students are expected to conduct themselves in a manner consistent with the guidelines described in the "School Discipline and Conduct".
- Designed quiet study areas and group work areas should be respected.

Signing In and Out

During the school day and after school, all students must sign-in at the library's check-in desk located near its main entrance. Any student leaving the library or Studio South during a class period must stop at the library's entrance desk to receive a hall pass or to show the hall pass written by a classroom teacher whose class is meeting in the library.

Student Attendance from Study Hall

- There are a limited number of study hall to library passes for each period. All students must attend study hall prior to being released to the library. Students should be prepared to show their school ID.
- The study hall student must remain in the library for the entire period.
- Study hall students who need to meet with a teacher in the library should request a pass from their teacher and use one of the study hall period passes to the library.
- Study hall students are not permitted to go to the lunch-room during their study hall period.

Lunch Students in the Library

- Food is not allowed near computers or tech equipment.
- Students who want to eat in the cafeteria for part of their lunch period can choose to use the library for the first half or the second half of their lunch period.
 - Library then Cafeteria- Sign-in at the entrance desk before lunch period begins. At half period chime, sign out and request a pass to lunch.
 - Cafeteria then Library- Stop in the library first and request a pass to come during the second half. Leave the lunchroom at the mid-period chime, show lunch supervisor pass. Turn in pass and sign-in at the library entrance desk.

Borrowing Books & Equipment

- Students should present their ID cards before checking out library materials or audio-visual equipment. Students may NOT checkout materials for other students. Some audio-visual equipment requires parent permission before checkout.
- Books that are 30 days overdue will be considered lost and the student will be charged for the full cost of the book plus a \$3 processing fee.
- Late A/V Equipment = \$5 per day

School Safety

School safety is everyone's responsibility. In order to ensure the safety of all students and staff, Glenbard South has implemented drills and procedures that are reviewed and updated on an annual basis.

Clear and Present Danger Reporting

When a student or other person is determined to pose a clear and present danger to themselves, or to others, it is the duty of school administrators to report to the Department of the State Police.

Emergency Drill and Evacuation Procedures

Glenbard South maintains a comprehensive crisis response manual that is updated annually. Within each room there is an emergency procedure checklist that provides detailed directions in the unlikely event of various emergencies. We expect all students to respond seriously to all real or practice drills related to emergencies.

School Resource Officer

Establishment of the School Resource Officer program permits the DuPage County Sheriff's Department to work directly with school officials towards prevention, orientation, and facilitate and foster positive relationships with high school students and employees. Further, it facilitates increased attention to youth programs, concerns, and unlawful activities on a proactive, rather than reactive basis. The goal is to promote a positive learning and educational environment for high school students and a solid, healthy community environment. The SRO Office is located within the Dean's Office.

Student Identification Cards

- Each student **MUST** carry a school issued identification card at all times.
- Students must scan in and out of the building using their current I.D. card.
- If the I.D. card is lost, please report to the Raider HUB so that a replacement card may be issued.
- Refusal to produce an I.D. card to a staff member when requested will be considered insubordination.
- Students arriving to the building late or returning to the building must use Entrance #4, show their I.D. and scan back into the building..
- It is highly recommended that students take a picture of their I.D. with their iPad/Cell Phone as an extra backup.

Time Out and Physical Restraint

Illinois School Code (23 IAC 1.285) defines Time Out and Physical Restraint (specifically the practice, facility, training and reporting required). Glenbard HS District 87 will follow all components in the school code and will focus on prevention and intervention in order to provide a safe and secure learning environment for all.

Visitors

- Students are not allowed to bring guests to school.
- Community members who are not associated with the school are not allowed to visit students or staff or to be in the halls except to go to the Main Office. All visitors will sign in via the iPad kiosks at door 4 using a valid license or state ID. Violators will be reported to the police.
- All visitors will be escorted to their destination by a member of our staff or security team.

Student Help Lines

- **Bullying Hotline (630.534.4230)** is for students and others to anonymously report threats of school violence, bullying and/or general tips.
- **Safe2 Help (Call 844-472-3345 or Text 72332(SAFE2) to report)**. The State of Illinois is launching a school safety program called Safe2Help Illinois in an effort to raise awareness of the 21st century threats facing schoolchildren in Illinois. Safe2Help Illinois will offer students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety. This program is intended to get students to "Seek Help Before Harm."
- **CRISIS Counselor Text Line**: Text REACH to 741741
- **The National Domestic Violence Hotline**: 1-800-799-SAFE (24/7-many languages)
- **The National Sexual Assault Hotline**: 1-800-656-HOPE (24/7-Free and confidential)

- **Victims of Sexual Assault Advocacy**
 - <https://ywcachicago.org/our-work/sexual-violence-support-services/medical-legal-advocacy/>
 - https://www.dupageco.org/States_Attorney/2100/
- **Therapy/Counseling for Victims of Sexual Assault**
YMCA Sexual Violence and Support Services
2055 Army Trail Road Suite 140
Addison, IL 60101
630-790-6600 X 2479
 - <https://dupagecrisis.org/index.php/component/cpx/?task=resource.view&id=1315238>
 - <http://www.icasa.org/>
 - <https://www.dupagesheriff.org/VictimServices/>
- **Education for Adults/Community (Warning Signs of Victims of Sexual Assault)**
 - <https://ywcachicago.org/our-work/sexual-violence-support-services/education-training/>

Victim of Sexual Assault Information

Erin's Law (Policy 4:165)

“Erin’s Law” requires that all public schools in Illinois implement a prevention-oriented child sexual abuse program that teaches: Students in grades preK - 12th grade age-appropriate techniques to recognize child sexual abuse and tell a trusted adult. If you see something, tell someone! Report concerns to Deans, Counselors, Teachers, Student Services, or School Resource Officer. Additional links are provided below:

Victims of Sexual Assault Advocacy

- <https://ywcachicago.org/advancing-healing-safety-and-belonging>
- https://www.dupagecounty.gov/elected_officials/state_s_attorney/victims_and_witnesses/victim_services.php
https://www.dupagecounty.gov/elected_officials/state_s_attorney/victims_and_witnesses/victim_services.php

- **Education for Adults/Community (Warning Signs of Victims of Sexual Assault)**
 - <https://www.ywcaunioncounty.org/warning-signs/>

STUDENT BEHAVIOR AND CONDUCT

A primary concern of the school is to help the student to develop self-discipline. We expect our students to show high personal standards of courtesy, honesty, morality, and citizenship. While on school premises, riding in school buses or at school sponsored activities, wherever located, students are expected and required to behave in an orderly and appropriate manner with due regard and respect for the rights of others, the rules and regulations of District #87 and Glenbard South, and the directives of school personnel. Students are subject to appropriate disciplinary measures for unlawful or improper conduct.

If a student acts in an unacceptable manner, a Behavior Report may be sent to the parent or guardian of that student. This report includes a description of the behavior and what has been done in an attempt to correct the problem. A student receiving disciplinary action has the right to request a review of the disciplinary action. A student parent/guardian may initiate a due process hearing by contacting the office of the Assistant Principal of Student Services.

At times this handbook states specific places at which students are subject to disciplinary rules. However, discipline may be imposed for any misconduct which is described in this handbook and which occurs on school grounds, at

school-sponsored activities, in connection with student transportation or at any place where misconduct has a reasonable relationship to school.

Also, at times, in this handbook, specific penalties are specified for certain types of misconduct. These penalties will generally be followed, but in appropriate circumstances any violation of any of the rules described in this handbook may be considered gross disobedience or misconduct for which a student may be subject to disciplinary interventions or expelled.

Finally, repeated violations of the rules described in this handbook may be considered gross disobedience or misconduct for which a student may be suspended or expelled, even though any particular violation by itself might not warrant disciplinary interventions or expulsion.

The following information is listed in alphabetical order

Academic Dishonesty

Academic dishonesty includes but is not limited to cheating, plagiarizing, wrongfully giving or receiving help during an academic examination, submitting another person's work as one's own work, giving test questions or answers to a member of any class, or receiving test questions or answers from a member of any class. Cell phones are to be off at all times during tests and final exams; there may be instances of electronic devices usage that may be a violation to academic honesty policy. Utilizing social media/technology platforms (including but not limited to Facebook, Twitter, SnapChat, Instagram, texts, emails or AI) to distribute or share homework, quiz or test answers, or other class materials without the expressed permission of the teacher and wrongfully obtaining test copies or scores is prohibited. Use of AI (i.e. ChatGPT, etc.) should only be under the direct supervision of your teacher. The infraction of this rule may result in disciplinary interventions from the Dean. (See Board Policy...7:215 & 7:215 RI)

Alcohol and Drugs

The possession of any apparatus or paraphernalia designed or intended for smoking, inhaling, or ingesting any substance may result in a discipline intervention and recommendation for expulsion. Consumption or possession of, being under the influence of, transferring any illegal or controlled substance including but not limited to, narcotics, alcohol, unlawful drugs, or "look alike" drugs may result in a discipline intervention and recommendation for expulsion.

Buying or selling alcohol or drugs will result in a discipline intervention and recommendation for expulsion. Students who furnish and / or sell alcoholic beverages, unlawful drugs, controlled or "look alike" substances to other students or persons before, during, or after school: before, during, or after school sponsored events - home or away, may receive discipline intervention and recommendation for expulsion.

In each instance, appropriate police authorities may be notified. Any violations will result in a discipline intervention and recommendation for expulsion. (See Board Policy...7:190)

Arson, Lighting Fires, Activating a False Fire Alarm, or Unauthorized Use of a Fire Extinguisher

In each instance, appropriate police authorities may be notified. Any violations will result in a discipline intervention and recommendation for expulsion. (See Board Policy...7:190)

Bomb Threat or Initiating a False Report of a Bomb on School Premises

In each instance, appropriate police authorities may be notified. Any violations will result in a discipline intervention and recommendation for expulsion. (See Board Policy...7:190)

Bus Conduct

All students are required to show their school ID to the bus driver when getting on the bus before and after school. Students are expected to maintain appropriate behavior while on the bus and at the bus stop. (See Board Policy...7:220)

Dances

In order to provide an appropriate and safe environment for all students, the following expectations for all students at dances and social events are in effect: (Students who do not abide by standards will be asked to leave the dance and parents/ guardians will be contacted.)

- A Glenbard South student may bring one guest, high school through age 20, to a dance by obtaining a guest pass in the Dean's Office prior to the event. The school retains the right to refuse guests.
- Students must have their I.D. card to be admitted to the dance.

Behavior at Dances

- Students who come to a dance under the influence of drugs and / or alcohol will face school consequences and may be banned from other dances for up to a year.
- There is to be no use of electronic cigarettes, tobacco, alcohol or drugs in the school building or on the school grounds. All school rules and regulations are in effect and apply to Glenbard South students and their guests.
- Inappropriate or sexually explicit dancing is prohibited. Students may be removed from the event, parents / guardians contacted and students will not receive a refund.
- Dances are considered semi-formal events. School appropriate attire is required.
- Students who are denied entry due to inappropriate attire will NOT be given a refund.

Entering or Exiting Dances (Excluding Prom)

- Students are required to be at the dance no later than 30 minutes after the start time of the dance. No one will be admitted after that set time and students will not be given a refund for arriving late.
- Students are also required to remain at the dance and leave no sooner than 30 minutes before the conclusion of the dance.
- School administration reserves the right to make changes at any time.
- Students are not permitted to leave the dance unless an administrator has granted prior approval. A student who leaves the dance without permission of the supervisor will not be readmitted.

Displays of Affection

Shows of affection are quite common and acceptable to a certain point. Public displays of affection between students should be minimal and not disruptive to the educational environment of the school.

Dress Code and Appearance

Glenbard South strives to create a community that does not judge people based on their dress or fashion, but values individuality. At the same time, clothing may interfere with the educational environment and therefore should not be disruptive to the learning environment. Students are encouraged to dress in a manner that reflects their individuality and self-expression, but which is also appropriate in an educational setting. Dress or appearance which presents a health or safety hazard, references alcohol, drugs, tobacco, or violence, is offensive by wording or design, or suggestive of a double meaning, or gang related and/or in any form or manner which materially and substantially disrupts the educational process, is prohibited by school dress requirements. Infraction of this rule may result in disciplinary

Electronic Devices (Cell phones, iPads, and other devices that access Internet gateway)

Use of cell phones or other electronic devices that access Internet gateways are permitted and consistent with the district-wide “Bring Your Own Technology” policy. The purpose of this program is to extend and enrich the learning environment of Glenbard South. While the use of technology in the building is allowed and often encouraged, it should not be used to interfere with the educational process and / or disrupt orderly conduct within the building. Here are some of the ways in which electronic devices should be used to enhance learning at Glenbard South:

- To access authorized data or files that are relevant to the classroom and done under the guidance of a teacher.
- To work on an assignment for a class.
- To maintain discussion with a classmate about a topic in the course using an approved discussion tool.
- To listen to an educational podcast or view an educational video. TED talks and Khan Academy videos are examples of appropriate sites. (Remember to use your headphones.)
- To create an interactive assignment through technology.
- To organize your life by reviewing / updating your calendar, to-do list, or address book.

School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student’s account or profile on a social networking website.

Inappropriate uses of technology devices should be noted by all students:

- All technology devices should be turned off and out of site when directed to do so by a teacher or staff member.
- During assessments, unless otherwise directed by a teacher, all devices should be put away and turned off.
- Students may transmit only appropriate content while using the District’s technology. At no time may a photographic image of any person on campus be made, posted, or shared.
- Devices are prohibited in bathrooms, locker rooms, and other areas where there is an expectation of privacy.
- Use of technology is subject to overall student discipline policy.
- Students are allowed to listen to music via electronic devices with ear phone devices while in the halls. However, they may only listen on one ear in order to hear announcements and staff redirection
- Glenbard reserves the right to restrict student technology use on a case by case basis.

Consequences for violations may result in the following:

<u>Offense</u>	<u>Consequence</u>
1st - 2nd Offense	Warning - Students may pick up devices in Student Services at the end of the day.
3rd or More	Parents / Guardian may pick up devices in Student Services during school hours. Students may receive a discipline intervention.

Fighting

Disputes between members of the school community should be resolved through proper non-violent channels. Students who engage in a fight on school property or at a school function will receive a discipline intervention and may be recommended for expulsion. Pushing, shoving, wrestling, etc. will be considered fighting regardless of the intent. In addition to school consequences, charges by the police authorities may be pursued. Glenbard South views fighting as a serious safety concern and will make every effort to remove students who continue to engage in fighting behavior. Multiple incidents of fighting during a student’s career may result in a recommendation for expulsion. (See Board Policy 7:190)

Firearms, Weapons

Possession, transfer, sale or use of any firearm, knife, air pistol or any other object which may reasonably be considered a weapon is strictly prohibited. The offense may result in suspension from school, referral to the appropriate criminal authority and a recommendation for expulsion from school (See Board Policy 7:190)

Forgery

Forgery of passes, forged attendance calls or notes from parents are never acceptable. Forgery may result in a discipline intervention.

Games and Extracurricular Events

Glenbard South has the right to deny entry into games and/or extracurricular events. Students are to be on their best behavior and follow all rules and expectations as set forth in the Handbook and proudly represent Glenbard South. Elementary and middle school students must be accompanied by a parent or guardian while on school property.

Gambling

Gambling, card playing and / or contests for money are prohibited by state law and are not allowed on school grounds. Students may receive a discipline intervention for gambling.

Gang Activity

Gang Activity includes, but is not limited to:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other item which evidences membership or affiliation to any gang or cult.
- Committing any act or using any communication either verbal or non- verbal (gestures, handshakes, etc.) showing membership or affiliation with a gang or cult.
- Drawing gang or cult related graffiti or distributing gang or cult related literature.
- Any other activity in furtherance of the gang or cult that violates Board policy.

Gang activity may result in a student receiving a discipline intervention, referral to law enforcement, and/or a recommendation to the School Board for expulsion. (See Board Policy (7:190)

Harassment / Verbal Abuse / Bullying

Insults, derogatory names, racial / ethnic slurs create an environment or climate of disrespect, fear or intimidation. Students experiencing the above should report the incident to a teacher, counselor, dean, or other staff member immediately. (See Board Policy 7:180 & 7:190)

Inappropriate, Abusive or Foul Language

Inappropriate, abusive, or profane language or gestures, slander or libel in any form are never allowed in school. Depending on the severity, students may receive a discipline intervention for inappropriate, abusive, or foul language. (See Board Policy 7:190)

Insubordination

Insubordination shall be defined as refusal to comply with reasonable, established, and well-defined school rules and regulations or refusal to obey reasonable directions or instructions of school personnel. Students may receive discipline interventions for insubordination. (See Board Policy 7:190)

Laser Pointers

Laser pointers have been deemed inappropriate and dangerous to the naked eye, and are strictly prohibited. Students may receive a discipline intervention for insubordination.

Locker Rooms

Students are not to be in the locker rooms without proper authorization. Students may receive a discipline intervention for violations of this rule.

Loitering and Campus Boundaries

Students are not allowed to congregate in the halls, field house, parking lot, in cars, near the tennis courts, or athletic fields without permission from and under the direct supervision of a staff member. Students who have early dismissal are expected to leave the campus immediately or receive permission to stay on campus from a staff member.

Misconduct

Conduct that endangers the safety of self or others. This includes rough, loud or aggressive horseplay that could be deemed as aggressive physical conduct. Students who participate in horseplay or any type of misconduct are subject to disciplinary interventions.

Off Campus Privileges

Off campus privileges or open lunch is ONLY available to Seniors. Freshmen, sophomores and juniors must remain on campus during the school day. In order to be classified as a senior student, the student must meet all academic requirements and must be enrolled in their 4th year in high school. Students will receive a discipline intervention for violating this rule. Seniors may be denied open lunch if they are in an "intervention". *If a student is caught driving underclassmen off-campus during school hours, the student may lose their parking privileges. All Seniors must scan their ID at Door #4 upon exiting and entering the building. (See Collaboration time p. 12 regarding off-campus privileges for juniors during Collaboration Time.)

Physical Threats, Assault, Intimidation

Physical threats, assault, and/ or intimidation toward another student or staff member are prohibited. Disciplinary interventions may include recommendation to the Board of Education for expulsion and / or referral to police authorities. Students experiencing the above should report the incident to a teacher, counselor, dean, or other staff member immediately. (See Board Policy 7:180 & 7:190)

Making a threat on an Internet website against a school employee, a student, or any school-related personnel is prohibited.

Safety and Supervision After School

In order for students to experience positive extracurricular activities, all after school activities require a supervisor. Each day at 3:10 p.m., all students who are not under the direct supervision of a staff member will be asked to leave the school property. If a student is unable to leave the school property they will be assigned to an area of the school where a staff member will provide supervision. Failure to comply with a directive to leave the building or move to an assigned area will lead to a progression of discipline interventions that may include a No Trespassing Letter, and possible arrest.

Sexual Activity

Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault is prohibited. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.

Smoking / Tobacco / Electronic Cigarettes

Smoking, possession of cigarettes, possession of electronic cigarettes / inhalers, possession of chewing tobacco or “snuff” are all prohibited in the school and on school grounds. This also applies to students while at school functions.

The penalty for violations may result in the following consequences:

1st Offense	Discipline Intervention and referral to law enforcement
2nd Offense	Increased Discipline Intervention and referral to law enforcement
3rd Offense or more	Increased Discipline Intervention and referral to law enforcement

Sorority, Fraternity, or Secret Society

Soliciting membership in, promising to join or joining a sorority, fraternity, or secret society, any gang or secret society related activity, drawing symbols, graffiti, or the assembling of individuals in gangs etc. will not be tolerated. Upon initial violation of a minor, the Assistant Principal for Student Service, Dean of Students and the police liaison officer will make the parent aware of the seriousness of such activity. Students involved in a repeat occurrence may receive a discipline intervention.

Student Search and Seizure

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. See Board Policy in handbook.

Theft / Possession of Stolen Property

Theft of or possession of the property of the school, school personnel, or the property of the other students is prohibited. Students may receive a discipline intervention, restitution and referral to the appropriate criminal authority.

Trespass Notice

No person or persons are to enter school property without lawful purpose for being present. Violation of this notification will result in legal action and may be subject to arrest and prosecution for the offense of Criminal Trespass.

Unauthorized Area

When a student is on school property but not in their assigned area without permission or a pass the behavior is subject to disciplinary interventions.

Unauthorized Entry

All students must enter the building using the main entrance (Door # 4) during the school day. Students who enter, prop open, or open any other door other than Door #4 will result in discipline intervention.

Unauthorized use of Computers

School computers must be used appropriately and for school purposes. Infraction of this rule may result in a discipline intervention and recommendation to the Board of Education for expulsion.

Unauthorized Alteration of School Records

School records are an important part of a student's academic history. The information in official school records includes attendance, grades, discipline and other data which describe a student's accurate experience in our school. Any attempt to alter these school records in any way (physically or electronically) may result in a discipline intervention and recommendation to the Board of Education for expulsion.

Vandalism

Vandalism to school property, the property of school personnel or the property of other students is forbidden. Infraction of this rule may result in a discipline intervention and recommendation to the Board of Education for expulsion. Police will also be notified.

Behavior Interventions (In alphabetical order)

Behavior Intervention Assignment "BIA"

Restorative intervention in high schools emphasizes repairing harm and rebuilding relationships after conflicts. Rather than focusing on punishment, it uses restorative circles or conferences to promote dialogue among students, staff, and families. The approach encourages accountability, empathy, and reflection, helping students understand the impact of their actions and make amends. It also fosters a more respectful and inclusive school environment.

Students may be assigned a Behavior Intervention Assignment for violating District 87 and / or Glenbard South High School rules and regulations. During the BIA assignment, students will spend their normal school day in the BIA room. Students must be on time and follow all BIA rules. Students will be escorted out of the building after BIA. The administration has the right to deny a student from attending any sports, clubs, or activities on the day of their BIA.

Detention (Deans)

Dean detentions must be served within three (3) days. Failure to serve a Dean's Detention will result in increased consequences. Detention hours are from 3:00 pm to 4:00 pm. They may also be assigned during a student's lunch hour. Students must be on time.

Detention (Teacher)

Teacher detentions may be assigned for a violation of school or classroom rules. They are to be served with the teacher. The teacher will make an attempt to contact the student's parent / guardian. Failure to serve a teacher's detention will result in an increased consequence and referral to the Dean's Office.

Extended Day Detention "EDD"

Extended Day Detention (EDD) meets after school from 3:00- 5:00 pm. Students must be on time. Times are subject to change based on modified school days.

iPad Restriction

iPad Restriction. Students who are found to be utilizing the school-issued iPad inappropriately or are not completing classwork due to distractions on the iPad may be placed on iPad restrictions. Parents, teachers, and administrators may request the restrictions be placed.

Mediation

In some cases mediation may be used to resolve a conflict with a student or between students. The mediation will be facilitated by a Dean and/or a Student Services representative. Parents will be notified of the outcome of the meeting.

Out-of-School Suspension

Students suspended out of school will not be allowed on school grounds or at any District 87 event throughout the duration of their suspension. Students will be expected to complete all classroom work in a timely manner.

Pass Restriction

Pass Restriction. Students who demonstrate they are unable to get from the classroom, independently and appropriately to a designated space may be placed on pass restriction and will require an escort when going to the washroom or other offices.

Restorative Intervention Assignment (RIA)

Restorative intervention in high schools emphasizes repairing harm and rebuilding relationships after conflicts. Rather than focusing on punishment, it uses restorative circles or conferences to promote dialogue among students, staff, and families. The approach encourages accountability, empathy, and reflection, helping students understand the impact of their actions and make amends. It also fosters a more respectful and inclusive school environment.

In some cases when a student has had a significant discipline issue, the dean may assign a student to a Restorative Intervention Assignment. This program requires that:

- Students are on time and remain for the duration of the program (3:15pm-7pm)
- Students may not be on Glenbard South's property during the school day while serving a RIA.
- Students are expected to complete all classroom work.
- The administration has the right to deny a student from attending any sports, clubs, or activities on the day of the RIA.

Social Restriction

Students may be excluded from after-school events and activities due to disciplinary issues. This will be at the discretion of the Deans' office.

Suspension and Expulsion

The Superintendent, Building Principal, Assistant Principal, or Dean of Students may suspend students guilty of gross disobedience or misconduct for a period not to exceed ten (10) school days for each incident of gross disobedience or misconduct. Upon the recommendation of the Superintendent, the Board of Education may expel students guilty of gross disobedience or misconduct. The Board of Education may expel students guilty of gross disobedience or misconduct in accordance with the procedures set forth in Board Policy 7:190, governing student behavior. Whenever there is evidence that mental illness may be the cause for suspension or expulsion, the Department of Mental Health shall be invited to send a representative to consult with the Board at a meeting held to consider such suspension or expulsion.

Students may be suspended or expelled for gross disobedience or misconduct that occurs on school grounds, at school-sponsored activities, in connection with student transportation or at any place where the misconduct has a reasonable relationship to school. At times in this policy and / or school rules and handbook, specific penalties are

specified for certain types of misconduct. These penalties will generally be followed, but in appropriate circumstances any violation of any of the rules described in this handbook may be considered gross disobedience or misconduct for which a student may be suspended or expelled. Repeated violations of the rules described in the handbook may be considered gross disobedience or misconduct for which a student may be suspended or expelled, even though any particular violation by itself might not warrant suspension or expulsion. Expulsion from school may range from one semester to two years for certain offenses.

Suspended students may not participate in any extracurricular activities, practices, etc. during the suspension. Suspended students may not be on school grounds nor attend school games/ activities at off campus locations and are subject to more severe penalties if this is violated. Students are expected to make up missed work at a time convenient for the teacher. Students must initiate the request to make up work upon their return to school.

Due Process Review

A student receiving disciplinary action has the right to request a review of the disciplinary action. A student’s parent/ guardian may initiate a due process hearing by contacting the office of the Assistant Principal of Student Services.

Attendance

It is the expectation of the administration and staff of Glenbard South High School that every student will be punctual and present each day. **This includes all periods of Physical Education. (Students must be in the locker room when the bell rings.)** Regular daily attendance by staff and students is important for student success. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to a loss of graduation credits. As a result, it is extremely important that the parents(s)/guardian(s) assure the student’s academic growth and success by emphasizing the need for the student to be punctual and in attendance each day.

Students may not be in the building or on campus for any part of a school day for which they have been excused or called in as absent. Students who have been absent for a partial day and wish to return to school should report to the Attendance Office immediately upon entering the building.

Attendance Terms:

Excused Absence	Student misses entire class period with the approval of school administration
Tardy	Students arrive to class within the first 10 min. from the start time of class.
Truant	Student arrives 10 min or after start time to class and is not excused.

Excused Absences

According to the Illinois School Code, the only legal reasons why a student may be absent from school are as follows:

- Illness
- Death in the immediate family
- Observation of a religious holiday
- Family emergency, civic event
- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student.
- College visit (3 per school year)
- Other situations beyond the control of the student as approved by the principal.

Mental/Behavioral Health Absences

Students may be absent from school for up to 5 days each school year for Mental Health reasons and will be coded as MH in PowerSchool. A Mental Health Absence allows the student to be absent from school without providing a doctor's note. If a student has been absent for Mental Health reasons for 2 days, they may be referred to the appropriate Student Service Team Member for follow up. <https://www.ilga.gov/legislation/102/SB/PDF/10200SB1577lv.pdf>

Reporting Absences

In the event of an absence, the student's parent/guardian must call the 24-hour Attendance Office phone number (630)469-6500. Calls must be received by 10:30 am. on or before the day of the absence. However, school officials have the prerogative to determine whether a student is excused or truant. For unreported absences, the Attendance Office will make a reasonable effort to telephone the parent(s) / guardian(s). An excused absence from school allows the student to receive full credit for missed work. It is the student's responsibility to contact their teachers for make-up dates/ deadlines for all assignments and tests missed during excused absences. Refer to the class syllabi for teacher's expectations regarding make-up assignments. Please note that it is the student's responsibility to make-up and to serve the consequences regarding absences or class cuts.

When a parent(s)/guardian(s) is required to be out of town for family or business matters, the Attendance Office must be notified prior to leaving town. Notification must be in writing stating who they authorize to report absences or take phone calls in their place regarding attendance. If no one is designated to accept calls regarding absences and the parent(s)/guardian(s) cannot be contacted within 24 hours, the absence will be considered unexcused. Students that miss school due to medical appointments may be asked to show proof of the appointment.

Attendance Intervention

Attending school is a requirement for all students. The entire staff at Glenbard South has a responsibility to hold students accountable in this area. For this reason, we maintain the following intervention strategies related to attendance:(See Board Policy...6:310-R7)

Our student data management systems, PowerSchool will provide daily attendance information for teachers, parents, and administrators to view electronically.

Attendance staff will screen truanancies daily and call home for any student who is three or more periods truant within any given day. Whenever a student is truant from a class, the Dean's office will contact the student the following day to confirm the truancy. Truanancies will be documented in PowerSchool and a letter to the students' parent(s)/guardian(s) will be generated. Each truancy (unexcused absence) there will be a contact with the student, an attempt to call the students' parent, a letter sent to the parent and a consequence or intervention with the student.

Excessive excused- See "Excessive Absences"

Any student who has chronic attendance issues may be referred to the DuPage County truancy agency. Glenbard South does not honor or recognize "Ditch Days."

Partial Day Attendance

(Arriving Late / Leaving Early)

A student who arrives late to school must report to the Attendance Office. If a student is arriving late, the parent(s)/guardian(s) must phone the Attendance Office by 10:30 a.m. on the day of the late arrival. If a student needs to leave school early, the parent or guardian must call at least one hour in advance so a pass can be issued and taken to the students class. If you are unable to give one hour notice it is the responsibility of the parent to contact their student and have them report to the attendance office to obtain their pass. A student returning to school from medical appointments must bring documentation from the medical office confirming the appointment to the Attendance Office.

Prearranged Absences

The administration and staff discourages parent(s)/guardian(s) from taking students on vacation when school is in session. Absences during final exam periods are to be avoided at all costs. If circumstances necessitate absence from school for non-emergency family situations, college visitations, and any ALL DAY absences of more than 5 consecutive school days known ahead of time, a "Notification of Pre-Arranged Absence" form must be completed.

A pre-arranged absence request must be presented in writing to the Assistant Principal for Instruction at least five (5) school days prior to the absence. At this time, the student will be given a "Notification of Pre-Arranged Absence" form. The student is responsible for completing this form and communicating a "make-up" plan with each of their teachers. The teacher's signature on the pre-arranged absence form indicates only that the teacher has been notified of the absence. Teachers will note the dates of the pre-arranged absences in their grade book but will not lower their academic expectations for a student taking a pre-arranged absence. Failure to comply with the "make-up" plan may result in NO CREDIT for the days missed.

The completed form must then be returned to the Assistant Principal of Instruction Office at least two (2) days prior to the absence.

Excessive Absences

Any student who is absent for more than nine (9) days excused or unexcused in one semester will be considered as having excessive absences. The school may contact a student as well as parent(s)/guardian(s) if accumulated absences become excessive.

Participation in school-sponsored activities DOES NOT count against a student's attendance.

9 Absences	Conference with student, parent(s) / guardian(s), dean and counselor. Attendance plan signed by all parties.
12 Absences	Conference with student, parent(s)/guardian(s), dean and counselor. No absence will be excused without a Doctor's Note.*
15 Absences	Conference with student, parent(s) / guardian(s), dean and counselor. Student may be referred to DuPage County ROE Truancy Officer.

*If a student is excessively absent, a Doctor's Note (licensed MD) will be required in order to have the absence excused. The Doctor's Note must be the original and legible on the physician's stationary, signed by the doctor or nurse, and presented to the Attendance Office upon the student's return to school. The note must state the date(s) that the student was "unable to attend school" and the date that the doctor saw the student. Students that are excessively absent during the first semester and are on Doctor's Note status will be subject to Doctor's Note Only intervention during the second semester.

Tardiness and Tardy Tracking

Students are to be in their assigned location prior to the beginning of the period or they are considered tardy. Students who are late to class will not be admitted into their classroom and will be sent to show their ID and receive a tardy pass. Students are not to be in the halls without a pass during class periods. Tardiness is unacceptable behavior and will be treated as such. Discipline interventions will be assigned for tardiness and a parent conference may be requested. Tardies will be tracked cumulatively. The tracking system will be reset mid semester and at the end of each semester, to give students a “fresh” start and a chance to remediate their behavior. Students need to serve their consequence “on or by” the date listed on the generated ticket from the tardy system.

Oversleeping, family errands, babysitting, missing the bus and car trouble are not considered acceptable reasons for being tardy. These tardies are truant even if the parents call to verify tardiness. Any student that is more than 10 minutes late to a class will be marked truant.

Consequences for tardy violations will result in the following:

# of Tardies	Consequence	Student/Parent Notification
1-3	Warning	Student Notification through Tardy Pass
4-10	Detention	Tardy Pass and Staff Contact
11-15	Extended Day Detention	Dean Contact - Parent Contact
16+	Attendance Plan	Dean Contact

Attendance and Tardy expectations to Attend the Homecoming Dance on 9/26/26

- Students are expected to attend school and all scheduled classes daily. Our expectation and desire is for students to understand that their choices and actions are intertwined with all parts of their high school experience.
 - Extenuating circumstances are taken into consideration for each student
- Homecoming:
 - Any student who is excused/unexcused for 9 or more full days on or before September 23 may not be allowed to attend the annual Homecoming Dance.
 - Any student who is excused/unexcused for 20 or more periods (not including full day absences) on or before September 23 may not be allowed to attend the annual Homecoming Dance.
 - Any student who has 15 or more tardies on or before September 23, may not be allowed to attend the annual Homecoming Dance.

Attendance and Tardy expectations to Attend Prom on 5/15/27

- Students are expected to attend school and all scheduled classes daily. Our expectation and desire is for students to understand that their choices and actions are intertwined with all parts of their high school experience.
 - Extenuating circumstances are taken into consideration for each student.
- Any student who is excused/unexcused for 12 or more full days on or before May 7th (starting 2nd semester) may not be allowed to attend the annual Prom Dance.
- Any student who is excused/unexcused for 20 or more periods (not including full day absences) on or

before May 7th (starting 2nd semester) may not be allowed to attend the annual Prom Dance.

- Any student who has 20 or more tardies on or before May 7th, (starting 2nd semester) may not be allowed to attend.

Leaving School During the Day

Students are not permitted to leave the building without permission during the school day. Students must enter and exit the building using only Entrance #4. Off campus privileges or open lunch is ONLY available to seniors. Freshmen, Sophomores, and Juniors must remain on campus during the school day. Discipline interventions will be assigned for students that violate this rule. Seniors may be denied open lunch if they are in an “intervention.” (See Collaboration Hour p. 12 for off-campus privileges for juniors and seniors during Collaboration Time.)

Clubs / Activities / Athletics

District 87 Extra Curricular Code: Students involved in activities, clubs, and athletics must abide by the Extra Curricular Code. A copy of the Extra Curricular Code is included in the handbook. Students and their parents must provide signatures verifying that the student agrees to abide by the code. RULES ARE IN EFFECT 12 MONTHS.

Clubs and Activities

Participating in student activities is viewed by the Glenbard High Schools as an important and worthwhile endeavor, which enhances the educational process. Participation is considered an extension of the regular high school program. While the regular curricular program is a right afforded to each student, participation in the co-curricular program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom situation. The important goals of the co-curricular program are to offer students direction in developing healthful living habits, discipline, teamwork, citizenship skills, and respect for structure, rules and responsibilities. In order to participate in the co-curricular program, students must be willing to fulfill expectations for appropriate behavior.

Clubs and Activities List and Sponsors

A list of our current clubs and activities along with sponsor contact information can be found on the school website found [here](#).

Athletics

The decision to participate on an athletic team at South indicates a desire and willingness to make a commitment necessary to continue a fine tradition that has been established by many outstanding student athletes at South. As you scroll through our digital “Hall of Fame” photo gallery outside Raider Gym, you will see the pictures of former state finalists and all-conference athletes. These young men and women have set the standards by which others continue to be measured. Believe in yourself. It is your turn to carry on the great tradition at Glenbard South High School.

Parents/Guardians: We encourage you to join our Booster Club and become involved by donating your time to help and/or attend as many activities as possible. You will be receiving separate Booster Club Newsletters that will provide further information.

This section of the student handbook has been prepared to provide student athletes and their parents with important information regarding the rules, policies, and procedures of the Glenbard South Athletic Program. Please read and review this information carefully. Your electronic signature, when registering your student for a sport in the Parent Portal of PowerSchool, gives assurance that you are willing to assist your student in their compliance with IHSA, District 87, school, departmental, and team rules. If we can ever be of help or service to you, please feel free to call the appropriate coach or the athletic office at (630)-469-6500.

Please check the athletic website at <https://schools.snap.app/glenbardsouth> for specific sport information, schedules, directions and important links to athletic websites. We look forward to meeting you. Thanks for your continued support of Glenbard South High School and all of our programs.

Philosophy

We believe and are committed to the idea that the athletic program is an integral part of the total school curriculum and plays a vital role in the development of young men and women. Participation in athletics is an educational experience beneficial to all because it promotes physical health, mental well-being, good sportsmanship and the values of competition and cooperation. On a school level, athletic competition adds to our school spirit and helps all students; spectators as well as participants develop pride in our school.

We encourage our teams to always compete to win but we realize that this will not always occur. Far more important than winning are the values we emphasize to our athletes. The results of a competition will soon be forgotten but the memories and valuable lessons will remain with our athletes forever.

It is our mission to encourage our student athletes to participate to the best of their ability and to accept any outcome with dignity. Under the guidance and encouragement of our coaches and parents, the ideal student athlete should develop the ability to draw courage from within and have the confidence to rise up and meet any adversity. If our athletes work hard and do what is required in attempting to overcome obstacles, they will be winners in every sense of the word.

Training Room

The purpose of the training room is to provide treatment for the prevention and/or rehabilitation of injuries. It is to be used only when necessary. After treatment is completed, student athletes are to leave the training room. Do not use material or equipment without permission of the certified trainer.

Athletic Office

The athletic office is located in the west balcony of the main gym in Room 70. One of our primary purposes is to assist our student athletes. Please feel free to come to the office whenever necessary. Student athletes should not be in the office without adult supervision. If an adult is not in the office, please wait in the hallway until someone is available.

Athletic Bus

Student athletes are dismissed from practice in time to board the athletic late bus that normally departs at 5:30 p.m. Bus times occasionally will be adjusted according to the schedule followed during the school day. To ride the late bus is a privilege. Mature behavior is expected at all times. If behavior becomes unacceptable or is a distraction to the driver, this privilege will be withdrawn. Students must have in their possession their current student I.D. card and must present the I.D. to the driver or school personnel upon request.

Equipment

A student athlete is responsible for each item of equipment issued. Since the equipment may be valued at hundreds of dollars, it should be secured at all times. Lost equipment must be paid for at replacement cost. Grades will be withheld, or in case of a senior, graduation will not be permitted if equipment previously issued is not returned or paid for. Participation in a subsequent sport will also be denied if equipment obligations are not met. A considerable amount of money is spent to provide the best equipment possible. It should be treated with care, cleaned as directed and worn only at contests. At the end of the season, all equipment must be turned in clean and in good condition by the specified date established by your coach.

Athletic Locker Room Guidelines

All student athletes will be assigned a locker in the team locker area. Use only the locker assigned to you and keep it locked at all times when you are not present. Only locks purchased at the bookstore are to be used to secure one's belongings. For security reasons, keep combinations confidential. Student athletes are expected to demonstrate appropriate behavior in the locker room. Horseplay, running, vulgar language etc. will not be tolerated. Towels and trash should be placed in the proper receptacles. Food and drinks should not be brought into the locker room. Students will only be permitted to enter the locker room under the direct supervision of a school official. Locker rooms will remain locked.

Parent / Coach Communication

At times, both parenting and coaching are extremely difficult endeavors. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to our student athletes. This begins with clear communication from your student's coach.

Communication You Should Expect From Your Student's Coach

1. Philosophy of the coach.
2. Expectations the coach has for your student as well as all the players on the team.
3. Location and times of all practices and contests.
4. Team requirement, i.e. fees, special equipment, off-season conditioning
5. Procedure should your student be injured during participation
6. Discipline that results in the denial of your student's participation.

Communication Coaches Expect From Parent(s)/Guardian(s)

1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts well in advance
3. Specific concern in regard to a coach's philosophy and/ or expectations

As your student becomes involved in the programs at Glenbard South, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your student wishes. At these times discussion with the coach is encouraged.

Appropriate Concerns to Discuss with Coaches:

1. The treatment of your student mentally and physically.
2. Ways to help your student improve.
3. Concerns about your student's behavior.

It may be difficult to accept that your student is not playing as much as you might want. However, coaches are professionals. They make judgements and decisions based on what they believe to be best for all the student athletes involved. As you have seen from the list above, certain things can be and should be discussed with your student's coach. Other things, such as those listed below, must be left to the discretion of the coach.

Issues Not Appropriate to Discuss With Coaches:

1. Playing time
2. Team strategy
3. Play calling
4. Other student athletes

If you wish to discuss these topics please set up a conference with the coach. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

What can a parent do if they have a concern to discuss with a coach?

1. Call and set up an appointment. Glenbard South High School phone number is (630) 469-6500.
2. If the coach cannot be reached, call Tim Carlson, Assistant Principal for Athletics, at 4255.
3. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent(s)/guardian(s) and the coach. Meetings of this nature do not promote resolution.

What can a parent do if the meeting with the coach did not provide a satisfactory resolution?

1. Call and set up an appointment with Tim Carlson to discuss the situation.
2. At this meeting the appropriate next step can be determined.

Athletics Staff

Athletics Staff and coach contact information can be found on the school website or by clicking [here](#).

AWARDS

Student athletes may earn an award by meeting criteria established by District 87 and/or head coaches. The type of award received is dependent on their year in school, level of competition and previous awards that they have received. The following is a list of awards that may be earned:

1. Freshmen numerals
2. Minor letter
3. Varsity letter
4. Certificates
5. Pin
6. Bar

An athlete must finish the season in good standing both academically and socially in order to receive an award.

Parent Organizations Boosters

The purpose of the Glenbard South Booster Organization is to create, boost and maintain interest in all the programs and activities at Glenbard South High School. In order to accomplish this, they plan and hold activities to support all academic, athletic and extracurricular activities, including scholarships for graduating seniors at Glenbard South. They also encourage and assist in communication between the home, school, and community. Please visit www.gsboosters.com for more information.

ACADEMIC INFORMATION

We encourage families and students to review Glenbard High School District 87 policies found on our website. Please take the time to review all policies.

[Glenbard High School District 87 Policy Manual](#)

Policies listed below reflect information families and students should be aware of, specific to the following categories:

Academics and Grading

6:280 Grading and Promotion
6:280-AP1 Assignments of Grades and Credit
6:280-AP 2 Administrative Procedure – Weighting of Grades
6:280-AP 3 Administrative Procedure – Grading System
6:280-AP 4 Administrative Procedure – Monitoring Student Progress
6:280-AP 5 Administrative Procedure – Mandatory Final Evaluation or Formal Evaluation
6:280-AP 6 Administrative Procedure – Audit Course
6:330 Achievement and Awards
7:215-AP1 Administrative Procedure – Academic Honesty

Attendance, Student Expectations and Privacy

Policy 7:70 Attendance and Truancy
Policy 7:240 Extracurricular Code for Participants in Extracurricular Activities
Exhibit 7:240-E1 Glenbard High School District 87 Extracurricular Code
Policy 7:300 Extracurricular Athletics
Policy 2:260 Uniform Grievance Procedure
Administrative Procedure 4:110-AP1 Transportation Procedures
Administrative Exhibit 9:010-E1 Acceptable Use of Technology Policy (AUP) Authorization Forms
Administrative Exhibit 9:010-E2 Exhibit: Glenbard District 87 Technology Rental & Security Agreement
Policy 6:240 Sponsored and Non-sponsored Field Trips and Educational Tours
Administrative Procedure 6:240-AP1 Student Field Trips
Administrative Procedure 6:240-AP2 Educational Tours
Policy 7:10 Equal Educational Opportunities
Policy 7:15 Student and Family Privacy Rights

Policy 7:20 Harassment of Students Prohibited
7:140 Search and Seizure
Administrative Procedure 7:140-AP3 Use of Canine Search Units for Building, Grounds, Lockers, and/or Automobiles
Policy 7:160 Student Appearance
Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
Policy 7:185 Teen Dating Violence Prohibited
Policy 7:190 Student Behavior
Procedure 7:190-AP1 Student Handbook – Hazing Prohibited

Policy 7:220 Bus Conduct
Administrative Procedure 7:220-AP1 Electronic Recordings on School Buses
Policy 7:335 Using a Photograph or Videotape of a Student
Policy 7:340 Student Records
Administrative Exhibit: 7:340-E1 Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
Policy 7:350 Video Surveillance/Notification
7:10-AP2 Non-discrimination Notification

Health & Wellness

Policy 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students Policy
Policy 7:270 Administering Medicines To Students
Exhibit 7:270-E1 School Medication Authorization Form
Policy 7:285 Allergy Policy

Cardiac Emergency Response Plan

The Cardiac Emergency Response Plan in Illinois is designed to improve outcomes for individuals experiencing sudden cardiac arrest by ensuring a coordinated and efficient response. The plan focuses on the rapid identification, activation, and delivery of life-saving interventions such as CPR and defibrillation. It involves collaboration between local emergency medical services (EMS), healthcare providers, public education, and community programs to enhance access to automated external defibrillators (AEDs) and streamline emergency response protocols. By strengthening these systems, the Cardiac Emergency Response Plan aims to increase survival rates and reduce the long-term impact of cardiac events across the state.

DISCLAIMER

This version of the student handbook contains policies, procedures, and exhibits already in place at the time of publication. These are subject to change or to be eliminated as a result of actions taken by the State, federal government, or the School Board. A complete set of current policies is located on the District 87 website. See the [Transparency page](#).

Students with Disabilities

Students with disabilities who do not qualify for an individualized education program (IEP) pursuant to the federal *Individuals with Disabilities Education Improvement Act* (IDEA) and implementing provisions of the *Illinois School Code* may qualify for services under Section 504 of the federal *Rehabilitation Act of 1973*. A student may qualify for a Section 504 Plan if the student: (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. Section 504 contains a broader definition of a disability than the IDEA, so a student who does not qualify for an IEP might still be able to receive accommodations and related services under a Section 504 Plan. For more information regarding the identification, assessment and placement of students, please contact Assistant Principal for Student Services Marina Kosak, marina_kosak@glenbard.org (630) 469-6500.

Children with disabilities who turn 22 years old during the school year are eligible for such services through the end of the school year.

New School Code language [105 ILCS 5/14-6.01]:

Beginning with the 2019-2020 school year, a school board shall post on its Internet website, if any, and incorporate into its student handbook or newsletter notice that 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 Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. Please contact Marina Kosak, Assistant Principal for Student Services at marina_kosak@glenbard.org.

ATTENDANCE PHILOSOPHY

Our attendance policy is based upon the following assumptions:

1. In accordance with the requirements of the School Code of Illinois and in recognition of the responsibilities imposed upon parents, it is the policy of District 87 that students shall attend school on a regular basis. Student attendance in class is not optional; it is a requirement of every class. We believe that regular class attendance increases the student's probability for successful performance and fosters the development of self-discipline and responsibility. The Board of Education further believes that the school administration and staff have a duty to rigorously and consistently enforce school regulations dealing with class attendance.
2. While the major responsibility for attendance rests with the student, the school and the parents share responsibility. Students are expected to attend every meeting of every class and study hall; the school has an obligation to inform both students and parents of the student's progress and attendance in all classes; and parents/guardians are obligated to inform the school when their student is absent and to give the reason for the absence.

Excessive absences from school limit the ability of a student to achieve. For this reason, attending school on a regular basis is a requirement for all students. The entire staff at Glenbard District 87 has a responsibility to hold students accountable in this area. For this reason, we maintain the following intervention strategies related to attendance:

- Our student data management system, PowerSchool will provide daily attendance information for teachers, parents/guardians and administrators to view electronically.
- Attendance staff will screen truanties daily and call home for any student who is three or more periods truant within any given day.
- Whenever a student is truant from a class, the Dean's Office will contact the student the following day to confirm the truancy. Truancies will be documented in PowerSchool and a letter to the student's parent/guardian will be generated on the next school day.
- **For every truancy (unexcused absence) there will be a contact with the student, an attempt to call the student's parent, a letter sent to the parent and a consequence or intervention with the student.**
- After five truancies and five interventions for an individual course, a student may be denied credit for the course. Those who are denied credit will be referred to their guidance counselor to explore credit options.
- Excessive excused absences interfere with student achievement. A student who has excessive absences will be required to provide medical documentation for each absence or meet with the school nurse on the same day in order to excuse absences. During any given semester, when a student reaches over nine absences from a class there will be an attendance conference with his or her Dean and parent contact will be made. Should the student reach twelve or more absences, a doctor's note will be required to excuse further absences. After fifteen absences, a student may lose credit for the individual class. Those who are denied credit will be referred to their guidance counselor to explore credit options.
- Any student who has chronic attendance issues may be referred to the DuPage County Truancy agency, Truancy Intervention Program.

DANCES and SOCIALS

The following regulations apply to dances and socials:

1. Dances and socials are usually open to Glenbard students only. A Glenbard student may bring one guest to a semi-formal or formal dance by obtaining a permission slip from the Deans' office prior to purchasing tickets.
2. Approved student guests attending dances must be at least in ninth grade and under 21 years of age.
3. There is to be no use of tobacco, alcohol, or drugs in the school building or at the event. Violations will result in disciplinary action.
4. After students have been admitted to the dance, students will not be re-admitted if they leave the premises. School rules and regulations are in effect at all dances. Violators will be reported to the administrator in charge and may be subject to disciplinary action.

ILLINOIS STATE SEAL OF BILITERACY PROGRAM

Glenbard Township High School District 87 will participate in the Illinois State Seal of Biliteracy program in the 2022-2023 school year. The program recognizes high school graduates who have attained a high level of proficiency in one or more languages in addition to English, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy. By law, Illinois public universities must grant college credit for students who have earned the Seal of Biliteracy.

Students may demonstrate proficiency in a targeted foreign language on the Assessment of Performance toward Proficiency in Languages (AAPPL) or the Standards-Based Measurement of Proficiency (STAMP) test.

Please contact the Program Coordinator, Mike Fumagalli at michael_fumagalli@glenbard.org with any questions.

THE EDUCATIONAL RIGHTS OF ILLINOIS' CHILDREN & YOUTH IN HOMELESS SITUATIONS

Statewide Access to Education for Homeless Children and Youth

If you have any questions regarding the educational rights of homeless children and youth in Illinois, you can contact:

Glenbard Twp High School District 87 Homeless Liaison
Ms. Janet Cook, Assistant Superintendent for Student Services
(630) 469-9100 or contact the school Assistant Principal of Student Services

The Educational Rights of Homeless Children & Youth

Homeless children and youth face special problems in getting to school and staying in school. Many homeless families move during the school year, sometimes more than once. School records get lost. Physical examinations and immunizations required for school may be hard to get. Both Illinois and federal law – the Illinois Education for Homeless Children Act and the federal McKinney-Vento Homeless Assistance Act – require that school district liaisons provide assistance to homeless children and youth to solve these problems. These liaisons have an ongoing obligation to understand the barriers faced by homeless children and youth in enrolling, attending and succeeding in school and an obligation to address those barriers, whatever they may be.

Illinois school district liaisons are required to take action to help children and youth who are homeless. The educational rights and benefits for homeless children and youth are described below.

Who is Homeless?

The definition of “homeless” under Illinois (and federal) law is very broad. It includes a person who lacks a “fixed, regular and adequate nighttime” abode; a person whose primary nighttime residence is a shelter (including transitional housing or hotels) or a place not ordinarily used by human beings for sleeping (box, car, etc). **This definition is broad enough to include “the hidden homeless”, i.e., children and youth that are temporarily doubled-up in housing because they cannot afford a place to live.**

TECHNOLOGY

iPad Rentals

District 87 has completed the transition from textbooks to electronic devices. All students are now issued iPads for instruction and the majority of curriculum materials will be delivered electronically. The annual rental fee for the iPad includes insurance, technical support and use of loaner equipment. After the family has made 4 annual rental payments over the student's career at Glenbard and student's account is paid in full, the device will become the property of the student. Glenbard charges an annual fee for digital curriculum. Any curriculum materials not provided electronically will be provided at no additional cost. This includes textbooks, paperback novels, and workbooks. Items that will still need to be purchased include PE uniforms and locks, and any supplies required by the teacher for that specific course.

LATEX BAN

Many students have latex allergies and our schools will take every step to ensure that our students are safe and healthy. **This means that latex products like latex balloons and silly string will not be allowed on campus at any time.**

Domestic Violence Hotline Information

Victims of Sexual Assault Advocacy

<https://ywcachicago.org/our-work/sexual-violence-support-services/medical-legal-advocacy/>

https://www.dupageco.org/States_Attorney/2100/

Therapy/Counseling for Victims of Sexual Assault

YMCA Sexual Violence and Support Services
2055 Army Trail Road Suite 140
Addison, IL 60101
630-790-6600 X 2479

<https://dupagecris.org/index.php/component/cpx/?task=resource.view&id=1315238>

<http://www.icasa.org/>

<https://www.dupagesheriff.org/VictimServices>

Education for Adults/Community (Warning Signs of Victims of Sexual Assault)

<https://ywcachicago.org/our-work/sexual-violence-support-services/education-training/>

Hotline Numbers

The National Domestic Violence Hotline: 1-800-799-SAFE (24/7-many languages)
The National Sexual Assault Hotline: 1-800-656-HOPE (24/7-Free and confidential)



(For 2025-2026 School Term)

This summary is for the purpose of assisting in the understanding of IHSA By-laws and Policies.

In case of a conflict between this publication and the constitution and by-laws of the IHSA, the constitution and by-laws shall control.

Key Provisions Regarding IHSA Rules

Eligibility Rules

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow to be eligible for interscholastic

participation. The IHSA's rules have been adopted by the high schools which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum

standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide

minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility

should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive

Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official rep-

resentative should contact the IHSA Office.

Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements

you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of

the by-laws in their entirety. You can review the by-laws at www.ihsa.org.

You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA rules, please contact your

principal/official representative.

1. Attendance

A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.

B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.

C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) consecutive semesters of high school attendance during which you may possibly have eligibility.

D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).

B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

A. B. C. D. E. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or

In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or

You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or

You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or

You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or

F. G. You attend the private/parochial high school which one or both of your parents attended; or

You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian

4. Transfer

A. B. C. D. E. F. G. H. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer through the

on-line Transfer Management System (TMS). You cannot be eligible when you transfer until this form is fully executed and on file in the school office.

If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after the IHSA sport season has begun, you will be ineligible for cross country that entire school term at the new school.

If you transfer attendance from one high school to another high school, you will be ineligible unless:

1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a
2. 3. different public school district;

Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;

Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;

If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.

If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.

Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.

In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained through the on-line Transfer Management System (TMS) by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.

The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your junior year and are not otherwise in compliance with the transfer eligibility by-laws.

5. Age

You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible

regarding age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

6. Physical Examination

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant, or nurse practitioner to practice

or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

7. Amateur Status and Name, Image, and Likeness (NIL)

A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with

championship rings/mementoes not to exceed \$300.

B. For participating in competition in an interscholastic sport, you may receive any type of award (except cash, check, or legal tender) that does not exceed \$150 in fair market value. There is no limitation on the value of your school letter.

C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kid's league, etc. It only applies to your own competition in an athletic contest.

D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

E. IHSA By-laws and Board Policies provide guidance and restrictions to when and how you might capitalize on your name, image, and likeness (NIL). Work closely with your principal/official representative on opportunities that come your way.

8. Recruiting of Athletes

A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited

and your eligibility is in jeopardy.

B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with, or not connected with the school, related to athletic participation.

C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school. D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.

E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.

F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege, or opportunity which is not also provided or made available to all prospective students at that school.

Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

9. School Team Sports Seasons

A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:

1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.

2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.

B. Violation of the sport season by-laws will result in a penalty to you and/or to your school's coaching personnel.

10. Playing in Non-School Competition

A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.

B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.

C. If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.

D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the

team(s) of which you are a member terminates for the school term.

E. You will become ineligible if you participate on, practice with, or compete against any junior college, college, or university team during your high school career.

11. All-Star Participation

No student at a member school shall participate on an all-star team in any IHSA sport, during the school year, (from Monday of Week 8 through Saturday of Week 49 in the IHSA standardized calendar) while they still have remaining high school eligibility. A student may participate in no more than three (3) all-star contests in a sport.

12. Misbehavior During Contests

A. both.

If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or

B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

The Checklist contains mandatory and recommended notices that schools should give to their students and the students' parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Illinois Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

Mandatory Notices

Student Services

Mandatory Topics	IASB PRM	IPA MSH
Transportation	4:110 , <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Transportation reimbursement eligibility and dispute resolution Note: this program has been withdrawn due to lack of funding	4:110 , <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Eligibility criteria for free and reduced lunch	4:130 <i>Free and Reduced-Price Food Services</i> 4:130-E1 , <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i>
Waiver of school fees along with the fee waiver application form	4:140 , <i>Waiver of Student Fees</i> 4:140-AP1 , <i>Fines, Fees, and Charges - Waiver of Student Fees</i> 4:140E-1 <i>Application for Fee Waiver</i> 4:140 E-2 , <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</i>

School Wellness (required if the District participates in the National School Lunch Program or Breakfast Program)	6:50 , <i>School Wellness</i>	
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1 of 13

Alternative learning opportunities	6:110 <i>Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	<i>Proficiency, Non District Experiences, Course Substitutions and Accelerated Placement</i>
Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs	6:160 <i>English Learners</i>	12.60, <i>English Learners</i>
Parental involvement under Title I (only when the district receives Title I funds)	6:170 , <i>Title 1 Programs</i> 6:170 AP-1 , <i>Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs</i> 6:170-AP1, E1, <i>District-Level Parent and Family Engagement Compact</i> 6:170-AP1, E2, <i>School-Level Parent and Family Engagement Compact</i> 6:170-AP2 <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>

Notice to parents required by the Elementary and Secondary Education Act	6:170-AP2 , <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	
Surveys that request personal information from students	7:15 <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Birth certificate requirements for enrollment	7:50 <i>School Admissions and Student Transfers To and From Non District Schools</i> 7:50-AP1 , <i>School Admissions and Student Transfers to and from Non District Schools</i>	
Dental examinations	7:100 , <i>Health, Eye, and Dental</i>	2 of 13

Eye examinations (K and students enrolling in public school for the first time only)	7:100 <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>	
Vaccinations (influenza and meningococcal)	7:100 , <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>	
Administration of medications (includes asthma inhalers and epinephrine injectors, opioid antagonists, and glucagon)	7:270 <i>Administering Medicines to Students</i> 7:270-AP1 , <i>Dispensing Medication</i> 7:270-E1 <i>School Medication Authorization Form</i>	5.20, <i>Student Medication</i> 5.20-E1, <i>Student Medication Authorization Form</i>

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse	6:60-AP3 <i>Comprehensive Health Education Program</i> 6:60-E1 , <i>Class Attendance Waiver Request/Comprehensive Sex Education</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Free appropriate public education to students with disabilities Special education services to eligible children whether or not enrolled in the District	6:120 <i>Education of Children with Disabilities</i> 6:120-AP1 , <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, www.iasb.com)	10.10, <i>Education of Children with Disabilities</i>

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
IHSA policy on banned substances (required only for IHSA schools)	6:190 , <i>Extracurricular and Co Curricular Activities</i> 6:190-AP3 , <i>Academic Eligibility for Participation in Extracurricular Activities</i> 7:240 , <i>Extracurricular Code for Participants in Extracurricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>

Absenteeism and truancy	7:70 , <i>Attendance and Truancy</i>	2.10, <i>Attendance</i> 2.50, <i>Truancy</i>
Statement of district ownership of and right to search student lockers	7:140 , <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>
Search procedures for school grounds and lockers	7:140 , <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>

Notification regarding access to student accounts or profiles on social networking websites	7:140 , <i>Search and Seizure</i> 7:140-E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	8.10, <i>Search and Seizure</i>
Bullying prohibited and reporting encouraged	7:180 , <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>	6.40, <i>Prevention of and Response to Bullying, Intimidation, & Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Form</i>
Teen dating violence prohibited and reporting encouraged	7:185 , <i>Teen Dating Violence Prohibited</i>	
Prohibition of electronic paging devices and making threat by Internet	7:190 , <i>Student Behavior</i>	6.30, <i>Student Behavior</i>
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity	7:190 , <i>Student Behavior</i>	6.30, <i>Student Behavior</i>
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	<i>Aggressive Behavior Reporting Letter and Form</i>	6.40-E1, <i>Aggressive Behavior Reporting Form</i>
Suspension and expulsion, and due process requirements	7:200 , <i>Suspension Procedures</i> , 7:210 , <i>Expulsion Procedures</i>	
School bus safety 7:190-E2	7:220 , <i>Bus Conduct</i>	4.10, <i>Bus</i>

School bus safety	7:220 , <i>Bus Conduct</i>	4.10, <i>Bus Transportation</i>
Videotape surveillance of buses (if applicable)	7:220 , <i>Bus Conduct</i> 7:220-AP1 , <i>Electronic Recordings on School Buses</i>	4.10, <i>Bus Transportation</i>
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7:230 <i>Misconduct by Students with Disabilities</i>	
Dress code	7:160 , <i>Student Appearance</i>	6.20, <i>School Dress Code & Student Appearance</i>
All other conduct prohibited by Board policy - school discipline code	7:190 , <i>Student Behavior</i>	6.30, <i>Student Behavior</i>

Student Rights

Mandatory Topics	IASB PRM	IPA MSH
Notice of contact information for nondiscrimination and Title IX coordinator(s) and making reports or complaint of discrimination or sexual harassment	2:260 , <i>Uniform Grievance Procedure</i> 2:265 , <i>Title IX Sexual Harassment Grievance Procedure</i>	6.40, <i>Prevention of and Response to Bullying, Intimidation & Harassment</i>
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy	7:10 , <i>Equal Educational Opportunities</i> 2:265 , <i>Title IX Sexual Harassment Grievance Procedure</i>	1.50, <i>Equal Opportunity & Sex Equity</i>
Sex equity and grievance procedures	2:260 , <i>Uniform Grievance Procedure</i> 2:265 , <i>Title IX Sexual Harassment Grievance Procedure</i> 7:10 , <i>Equal Educational Opportunities</i> 7:20 , <i>Harassment of Students Prohibited</i>	1.50, <i>Equal Opportunity & Sex Equity</i>

appropriate information about the sexual harassment policy	2:265 , <i>Title IX Sexual Harassment Grievance Procedure</i> 7:20 , <i>Harassment of Students Prohibited</i> 7:185 , <i>Teen Dating Violence Prohibited</i>	<i>Dating Violence Prohibited</i>
Notify parents of their right to request their child's classroom teachers' qualifications	<i>Building letter or publication</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
Educational rights of homeless students in the location where homeless children receive services	6:140 , <i>Education of Homeless Children</i> 6:140-AP1 , <i>Education of Homeless Children</i>	12.30, <i>Homeless Child's Right to Education</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment Act	7:15 , <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Notice to parents/guardians about social network passwords	7:140 , <i>Search and Seizure</i> 7:140- E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	6.70, <i>Access to Student Social Networking Passwords & Websites</i>
Notice concerning privacy and access rights to school student records	7:340 , <i>Student Records</i> 7:340-E1 , <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:335 <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>

Disclosure of directory information,	7:340-E1 <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>	11.20, <i>Student Records</i>
Information classified as directory information and for objecting to disclosure of information	7:340-E1 , <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>	11.20, <i>Student Records</i>

Military recruiting	7:340-E4 <i>Postsecondary Institutions Receiving Student Directory Information</i> 7:340-E5 , <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i>	
Student biometric information	(Not applicable at Glenbard)	11.30, <i>Student Biometric Information</i>
Notice to parents/guardians concerning student data collected by schools and operators under the Student Online Personal Protection Act		
Notice of disability accommodation	8:70 , <i>Accommodating Individuals with Disabilities</i>	1.110, <i>Accommodating Individuals with Disabilities</i>

Glenbard Student Rights Concerning Questioning: Students have the right to request that their parent/guardian be present with them when they are questioned by School District personnel in relation to misconduct the students are alleged to have committed. School personnel will make reasonable efforts to ensure that a parent/guardian is present during questioning if the student makes this request, except in the event of an emergency.

General Information

Mandatory Topics	IASB PRM	IPA MSH
Notice before a pesticide application	4:160 , <i>Environmental Quality of Buildings and Grounds</i> 4:160-AP1 , <i>Environmental Quality of Buildings and Grounds</i>	12.80, <i>Pesticide Application Notice</i>
Availability of information concerning sex offenders	4:175AP-1 , <i>Criminal Offender Notification Laws; Screening</i>	12.120, <i>Violent Offender Community Notification</i>
School bus safety	4:110 <i>Transportation</i> 7:220 , <i>Bus Conduct</i>	4.10, <i>Bus Transportation</i>
Asbestos management plan, notice of availability		
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4:170 , <i>Safety</i> 4:170-AP4 , <i>Plan for Responding to a Medical Emergency at a Physical Fitness Facility - with an</i>	

Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7:305 , <i>Student Athlete Concussions and Head Injuries</i> 7:305-AP1 , <i>Program for Managing Student Athlete Concussions and Head Injuries</i>	9.30, <i>Student Athlete Concussions and Head Injuries</i>
School visitation rights	8:30 , <i>Visitors to and Conduct on School Property</i>	12.70, <i>School Visitation Rights</i>

Student Services

Recommended Topics	IASB PRM	IPA MSH
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Information regarding waiver of student fees	4:140 <i>Waiver of Student Fees</i>	
Fire drill program, building specific plan	4:170 , <i>Safety</i> 4:170-AP1 , <i>Comprehensive Safety and Security Plan</i>	5.40, <i>Safety Drill Procedures and Conduct</i>
School safety plans, including severe weather and injury or sudden illness	4:170 , <i>Safety</i> 4:170-AP1 , <i>Comprehensive Safety and Security Plan</i>	2.100, <i>Home and Hospital Instruction</i>
Targeted school violence prevention program, including threat assessment teams		
Home and hospital instruction	6:150 , <i>Homebound and Hospital Instruction</i>	2.100, <i>Home and Hospital Instruction</i>

Student residency and tuition

[7:60](#), *Residency*

[7:60-AP1](#), *Challenging a Student's Residence Status*

7:60-AP2, *Establishing Student Residency*

[7:60-E2](#), *Letter of Residence from Landlord in Lieu of Lease*

[7:60-E3](#), *Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident*

[7:60-E4](#) *Evidence of Non-Parent's Custody, Control and Responsibility of a Student*

Parking, building specific	7:140 , <i>Search and Seizure</i>	4.20, <i>Parking</i>
Health and guidance counselor and social work access	7:250 , <i>Student Support Services</i>	5.30, <i>Guidance & Counseling</i>
Communicable and infectious disease	7:280 , <i>Communicable and Chronic Infectious Disease</i> 7:280-AP1 , <i>Managing Students with Communicable and Infectious Diseases</i>	5.50, <i>Communicable Disease</i> 5.60, <i>Head Lice</i>

Students with diabetes		1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetic Care</i>
Medical cannabis administration	7:270-E2 <i>School Medication Authorization Form - Medical Cannabis</i>	
Food allergy management program	7:285 , <i>Allergy Policy</i>	1.120, <i>Students with Food Allergies</i>
Telephone use, building specific		

Student Programs

Recommended Topics	IASB PRM	IPA MSH
Weighted grades	6:280-AP2 , <i>Weighting of Grades</i>	
District philosophy and goals	1:30 , <i>School District Philosophy</i> 6:10 <i>Educational Philosophy and Objectives</i>	
Remote Learning and/or e learning program(s)	6:20 , <i>School Year Calendar and Day</i>	
Anti-bias curriculum	6:60 , <i>Curriculum Content</i>	
Driver education eligibility and requirements (high schools only)	6:60 , <i>Curriculum Content</i>	

Parental objections to sex education, family life instruction, and sexually transmitted diseases

[6:60-E1](#), *Class Attendance Waiver*

Biking and Walking Safety Education		
Accelerated placement availability	6:135 , <i>Accelerated Placement Program</i>	2:90, <i>Credit for Proficiency, Non District Experiences, Course Substitutions and Accelerated Placement</i>

Adaptive physical education program exemption	6:310 , <i>High School Credit for Non District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exemption from PE Requirement</i> (Regular Education)
Bilingual education availability	6:160 , <i>English Learners</i>	12.60, <i>English Learners</i>
Co-curricular activities	6:190 , <i>Extracurricular and Co Curricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
“No Pass, No Play”	6:190 , <i>Extracurricular and Co Curricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Parental right to review instructional materials - sex education, family life instruction, instruction on diseases, recognizing and avoiding sexual abuse, donor programs, organ transplantation	6:60-E2 , <i>Request to Examine Instructional Materials</i>	11.10, <i>Student Privacy Protections</i>
Acceptable use and Internet safety	9:10 , <i>Acceptable Use of Technology</i>	7.10, <i>Internet Acceptable Use</i> 7.10-E1, <i>Internet Acceptable Use Sign Off</i>
Social promotion	6:280 <i>Grading and Promotion</i>	2.60, <i>Grading and Promotion</i>
High school graduation requirements (high schools only)	6:300 , <i>Graduation Requirements</i>	2.120, <i>Graduation Requirements</i>
Right of students with IEP to participate in graduation ceremony (high schools only)	6:300 <i>Graduation Requirements</i>	10.40, <i>Certificate of High School Completion</i>

Physical education, including waiver of required classes	6:310 <i>High School Credit for Non- District Experiences; Course Substitutions; Re-Entering Students</i>	<i>PE Requirement</i> (Regular Education) <i>10.30, Exemption from PE Requirement</i> (Special Education)
Class schedules, building specific		
Schedule of testing programs, building specific	6:340 <i>Student Testing and Assessment Program</i>	
Student distribution of non curricular material	7:310 <i>Restrictions on Publications</i>	<i>7.20, Guidelines for Student Distribution of Non-School Sponsored Publications</i>

General Information

Recommended Topics	IASB PRM	IPA MSH
School calendar	6:20 , <i>School Year Calendar and Day</i>	
Field trip	6:240 <i>Field Trips and Educational Tours</i>	6.60, <i>Field Trips</i>
Release time for religious instruction/observance	7:80 , <i>Release Time for Religious Instruction/Observance</i>	2.30, <i>Release Time for Religious Instruction and Observance</i>
Release time for students voting inelections	7:90 , <i>Release During School Hours</i>	
Extra-curricular drug and alcohol testing	7:240 <i>Extracurricular Code for Participants in Extracurricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Eligibility to remove college entrance exams from student transcripts	7:340 , <i>Student Records</i>	11.20, <i>Student Records</i>
Equal access to school facilities	8:20 , <i>Community Use of School Facilities</i>	
Identification and registration of persons entering the school building	8:30 <i>Visitors to and Conduct on School Property</i>	1.40, <i>Visitors</i>

Statement that the handbook is: 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them	2:240, <i>Board Policy Development 1.20, Student Handbook Acknowledgement</i>	1.30, <i>General School Information</i>
Address of District offices, list of administrators, and contact information	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web Posted Reports and Records</i>	1.30, <i>General School Information</i>
Board members' names	2:250 <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web Posted Reports and Records</i>	1.30, <i>General School Information</i>
List of District school addresses	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web Posted Reports and Records</i>	1.30, <i>General School Information</i>

Special Circumstance Notifications

Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4:170 <i>Safety</i> 4:170-AP3, <i>Unsafe School Choice Option</i>	12.100, <i>Unsafe School - Transfer</i>

Notification of right to review teachers' qualifications		12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
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Notice when:

1. Student is being taught by a teacher who is not highly qualified, [6:15](#), *School Accountability*
2. School identified as in need of improvement,
3. Schools are identified for corrective action,
4. Schools are identified for restructuring,
5. There is eligibility for supplemental educational services, and
6. The district offers voluntary school choice, if applicable.

Credit for proficiency	6:110 , <i>Programs for Students at Risk of Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Credit for Proficiency, Non District Experiences, Course Substitutions and Accelerated Placement</i>
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REVIEWED: August 24, 2020

ADOPTED: September 28, 2020

