

NEW TRIER

TOWNSHIP HIGH SCHOOL
DISTRICT 203

2024-2025 Guidebook



Directory of Key Contacts

Board of Education

Kimberly Alcantara, Avik Das, Keith Dronen, Jean Hahn, *President*, Courtney McDonough, Sally Pofcher, Sally Tomlinson, *Vice President*

District Administration

Main offices are indicated by (N) for the Northfield Campus and (W) for the Winnetka Campus.

Superintendent	Paul J. Sally, Ed.D.	784.6109 (N)	Director of Physical Plant Services	James Maile	784.2071 (N)
Secretary to the Superintendent and Board of Education	Lindsey Ruston	784.6108 (N)	Director of Curriculum and Instruction	Chimille Tillery, Ed.D.	784.2207 (W)
Associate Superintendent	Christopher T. Johnson, Ed.D.	784.3408 (N)	Director of Communications	Nicole K. Dizon	784.2666 (N)
Assistant Superintendent for Special Education and Student Services	Joanne Panopoulos, Ed.D.	784.2205 (N)	Chief Technology Officer	Michael Marassa, Ed.D.	784.2360 (W)
Assistant Superintendent for Curriculum and Instruction	Peter Tragos, Ed.D.	784.2270 (N)	Director of Business Services	Myron Spiwak	784.2660 (N)
Principal/Assistant Superintendent, Winnetka Campus	Denise A. Dubravec	784-2200 (W)	Director of Special Education	Megan Zajac	784.6810 (W)
Principal, Northfield Campus	Paul M. Waechtler	784.7501 (N)	Director of Human Resources	Renee Zoladz, Ed.D.	784.2211 (N)

Northfield Campus

7 Happ Road • Northfield, Illinois 60093 • 847.446.7000

CAMPUS ADMINISTRATION

Principal	Paul Waechtler	784.7501
Assistant	Laurae Nielsen	784.7502
Associate Principal	Gail Gamrath	784.7503
Assistant Principal, Class of 2028	Scott Williams	784.2266

ADVISER CHAIRS

Class of 2028	Sue Ellen Haak	784.7505
Class of 2028	Mark Howard	784.7506

DEPARTMENT COORDINATORS

Applied Arts	Jason Boumstein	784.7696
Art	Alicia Landes	784.6460
Business Education	Kevin Kansler	784.6475
English	Sarah Gompers	784.7550
Kinetic Wellness	Pete Collins	784.7735
Library	Pam Strom	784.7761
Mathematics	Laura Smith	784.6799
Modern & Classical Languages	Bob Cummings	784.7610
Music & Theatre	Anne James-Noonan	784.6696
Science	Darius Sanchez	784.7630
Social Studies	Dean Pinos	784.7570
Social Work	Ghana Cooper	784.7510
Special Education	Colleen Koulerentes	784.7681

STUDENT SERVICES LEADERSHIP

Academic Assistance	Stephanie Moretta	784.7771
Activities	Timothy Hayes Ed.D.	784.7518
Performing Arts	Anne James-Noonan	784.6693
School Nurse	Analia Elizalde	784.7513

DISTRICT PROGRAMS

Alumni Relations		
c/o Director of Communications	Nicole Dizon	784.2666
New Trier Learning Center Department Chair	Deb Kind	784.6350
New Trier Educational Foundation Executive Director	Liz Mayer	784.2346
New Trier Extension Community Education Program Manager	DeDe Kern	784.6380

Winnetka Campus

385 Winnetka Avenue • Winnetka, Illinois 60093 • 847.446.7000

CAMPUS ADMINISTRATION

Principal/Assistant Superintendent	Denise Dubravec	784.2200
Assistant	Ashley Rasch	784.2201
Athletic Director	Augie Fontanetta	784.2226
Associate Principal for Academics and Administrative Services	Daniel Weidner, Ed.D.	784.2215
Associate Principal for Student Services	Chris Mitchell	784.2219
Assistant Principal, Class of 2025	Sarah Struebing	784.2222
Assistant Principal, Class of 2026	Patricia Sheridan	784.2221
Assistant Principal, Class of 2027	Dan Paustian	784.7586

ADVISER CHAIRS

Class of 2025	Kerri Simons	784.2230
Class of 2025	Greg Sego	784.2220
Class of 2026	Juliet Smith	784.2231
Class of 2026	Darrin Jeziorski	784.2229
Class of 2027	Cindy Fialka	784.2223
Class of 2027	Ted Koulerentes	784.2232

DEPARTMENT CHAIRS

Applied Arts	Jason Boumstein	784.7696
Art	Alicia Landes	784.6460
Business Education	Kevin Kansler	784.6475
English	Ed Zwirner	784.6500
Kinetic Wellness	Andy Butler	784.6570
Library	Erika Immel	784.2316
Mathematics	Mary Lappan	784.6590
Modern & Classical Languages	Marissa Rubin	784.6661
Music & Theatre	Elizabeth Bennett	784.6696
Post-High School Counseling	Jill Cervantes	784.2237
Science	Jason English	784.6710
Social Studies	Michael Christensen	784.6770
Social Work	Tiffany Myers	784.2255
Special Education	Sean Clemenz	784.6842

STUDENT SERVICES LEADERSHIP

Activities	Stacy Kolack	784.2281
Assistant Athletic Director	Jim Burnside	784.2227
Athletic Coordinator	Stephanie Kuzmanic	784.6566
Dance	Katie Kritek	784.7749
Health Services	Rebecca Boston	784.2111
Reading/Writing Center	Meg Garton	784.6546
English Language Learning	Kurt Weiler	784.2326
Performing Arts	Hilmer Kirsch	784.6693
Student Assistance Program	Kris Hummel	784.2113
Testing	Erin Torrisi	784.2259

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Frequent Contacts

Athletics	784.2225
Attendance Office	784.7533 (N)
	784.7534 (N)
	784.2269 (W)
Bookstore	784.2264 (W)
Registrar Office	784.2212

Staff E-Mail

Staff addresses are usually the first 7 letters of the last name followed by the first initial and @, then nths.net

Performing Arts Tickets

Information about student performances and online ticket purchasing can be found at the Performing Arts page on the New Trier website, www.newtrier.k12.il.us

FOR UPDATED INFORMATION PLEASE VISIT WWW.NEWTRIER.K12.IL.US

Campus Information

NEW TRIER DAILY BELL SCHEDULES

START TIME	END TIME	M	TU	START TIME	END TIME	W	START TIME	END TIME	TH	F
8:00	8:25	ADV	ADV	8:00	8:25	ADV	8:00	8:25	ADV	ADV
8:30	9:10	1A	5A	8:30	9:10	1	8:30	9:10	1A	5A
9:15	9:55	1B	5B	9:15	9:55	2	9:15	9:55	1B	5B
10:00	10:40	2A	6A	10:00	10:40	3	10:00	10:40	2A	6A
10:45	11:25	2B	6B	10:45	11:25	4	10:45	11:25	2B	6B
11:30	12:10	3A	7A	11:30	12:10	5A	11:30	12:10	3A	7A
12:15	12:55	3B	7B	12:15	12:55	5B	12:15	12:55	3B	7B
1:00	1:40	3C	7C	1:00	1:40	6	1:00	1:40	3C	7C
1:45	2:25	4A	8A	1:45	2:25	7	1:45	2:25	4A	8A
2:30	3:10	4B	8B	2:30	3:10	8	2:30	3:10	4B	8B

START TIME	END TIME	M	TU	START TIME	END TIME	W	START TIME	END TIME	TH	F
7:00	8:10	EB	EB				7:00	8:10	EB	EB
8:20	8:45	ADV	ADV	8:20	8:45	ADV	8:20	8:45	ADV	ADV
8:50	9:30	1A	5A	8:50	9:30	1	8:50	9:30	1A	5A
9:35	10:15	1B	5B	9:35	10:15	2	9:35	10:15	1B	5B
10:20	11:00	2A	6A	10:20	11:00	3	10:20	11:00	2A	6A
11:05	11:45	2B	6B	11:05	11:45	4A	11:05	11:45	2B	6B
11:50	12:30	2C	6C	11:50	12:30	4B	11:50	12:30	2C	6C
12:35	1:15	3A	7A	12:35	1:15	5	12:35	1:15	3A	7A
1:20	2:00	3B	7B	1:20	2:00	6	1:20	2:00	3B	7B
2:05	2:45	4A	8A	2:05	2:45	7	2:05	2:45	4A	8A
2:50	3:30	4B	8B	2:50	3:30	8	2:50	3:30	4B	8B

*red indicates lunch periods

ATTENDANCE POLICY

Students are required by state law to attend classes each day that school is in session. It is the belief of the New Trier High School faculty and administration that any absence will hinder a student's education. Absences from school, even when taken to accommodate family vacation plans, are regarded as contrary to the best interest of students and the school. If the family considers an absence of this nature absolutely necessary, the student should make arrangements at least one full week in advance of the intended absence.

CLOSED CAMPUS

The Northfield Campus is closed for freshmen and the Winnetka Campus is closed for sophomores and juniors. Only seniors are allowed to leave campus on foot during their assigned lunch period.

COLLEGE VISITATIONS

Many junior and senior students benefit from visiting college campuses in their search for an institution for their post-high school education. While we encourage such visits, we ask that students make their arrangements on days that they are released from school so that they do not miss valuable academic time at New Trier. Such days include Labor Day, Fall Break, Conferences and Institute Days, Presidents' Day, and Spring Break.

DELAYED STARTS

Information about emergency school closings and delayed starts will be displayed on the New Trier website, relayed to families through the District's automatic calling system and via e-mail, and communicated to local television and radio media outlets. On days when inclement weather creates hazardous travel conditions between 7:00 a.m. and 8:30 a.m., a delayed start will be announced.

GRADING DAYS

Grading days will be used as final exam days if an emergency closing is necessary during the regular school year. Families should not plan vacations that include grading days.

HOMEBOUND/HOSPITAL ILLNESS

Any student who must miss ten or more consecutive days of school because of illness, as certified by an attending physician, is eligible for homebound tutoring. Parents should consult with the Associate Principal for Student Services to make appropriate arrangements.

LENGTHY NON-MEDICAL ABSENCE

The Adviser, the Adviser Chair, and the GCT Assistant Principal must review any non-medical absence of more than ten consecutive school days. Parents should contact the appropriate Adviser Chair to arrange a meeting.

SIGN OUT POLICY

For partial day absences, students are required to sign in and out. At the Northfield Campus, students should sign in/out at the Attendance Kiosk: B Building 2nd Floor Attendance Office. At the Winnetka Campus, students should sign in/out at the 2nd floor Attendance Office or N16 Door (outside cafeteria). If students become ill during the school day, they need to sign out via Health Services. Health Services will log the absence via PowerSchool.

Important Dates

2024-2025 SCHOOL YEAR CALENDAR

For the most current listing of academic, athletic, and extracurricular events throughout the year, please consult our online calendar at www.newtrier.k12.il.us.

2024

AUGUST

19	Monday	Opening Teacher Institute—Day 1
20	Tuesday	Opening Teacher Institute—Day 2
21	Wednesday	First Day of Student Attendance; Early Dismissal

SEPTEMBER

2	Monday	Labor Day – No School
19	Thursday	Late Arrival – (N/11:00 a.m. & W/11:20 a.m.)
20	Friday	Late Arrival – (N/11:00 a.m. & W/11:20 a.m.)

OCTOBER

3	Thursday	Rosh Hashanah— No School
4	Friday	Fall Break— No School
9	Wednesday	Freshman Go-to-School Night (Northfield Campus)
10	Thursday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
11	Friday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
18	Friday	End of First Quarter

NOVEMBER

4	Monday	Institute Day— No School for Students
5	Tuesday	Election Day— No School
25-26	Monday-Tuesday	Parent-Teacher Conferences (Virtual-Evening) No School for Students
27-29	Wednesday-Friday	Thanksgiving – No School

DECEMBER

17-19	Tuesday-Thursday	End of Semester Experiences
19	Thursday	First Semester Ends
20	Friday	Grading Day* — No School — See footnote below
21	Saturday	Winter Break Begins

*These days are tentatively scheduled and frequently used as make up days or exam days. Family travel is highly discouraged.

2025

JANUARY

6	Monday	School Resumes after Winter Break; Early Dismissal Second Semester Begins
20	Monday	Martin Luther King Day – No School
27	Monday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
28	Tuesday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)

FEBRUARY

14	Friday	Township-wide Institute Day— No School for Students
17	Monday	Presidents' Day— No School

MARCH

3	Monday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
4	Tuesday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
14	Friday	End of Third Quarter
22	Saturday	Spring Break Begins
31	Monday	School Resumes after Spring Break

APRIL

7	Monday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
8	Tuesday	Late Arrival (N/11:00 a.m. & W/11:20 a.m.)
9	Wednesday	State Testing Day for Sophomores and Juniors; Regular Blue Day for Freshmen; No School for Seniors
10	Thursday	State Testing Day for Freshmen; Regular Blue Day for Winnetka campus (all grades)
18	Friday	Good Friday— No School

MAY

23	Friday	Last Day for Seniors
26	Monday	Memorial Day— No School

JUNE

1	Sunday	Graduation (NOW Arena, Hoffman Estates, Time TBD)
2-4	Monday-Wednesday	End of Semester Experiences
5	Thursday	Grading Day* — No School — See footnote below
6	Friday	Last Day of Student Attendance; Early Dismissal
9	Monday	Summer School Begins

• For specific details on the type of each day (Blue/Green/Anchor), refer to the website or the color-coded calendar.

NEW TRIER

TOWNSHIP HIGH SCHOOL
DISTRICT 203



DEAR STUDENTS AND PARENTS:

Welcome! The Student Guidebook is designed to make you aware of the many services available at New Trier and to inform you of school procedures and students' rights and responsibilities.

The Guidebook is a useful reference that summarizes many, but not all, of the District's policies. Please refer to the Board of Education Policy Manual online at www.newtrier.k12.il.us to review the entire compilation of District policies, including policies and procedures that may be added or changed during the year. When the Guidebook summarizes a policy, you will see a reference to the policy along with the summary. In case of any difference between the summaries in the Guidebook and the District's policies in the Board Policy Manual online, the Board Policy Manual is the authoritative source. As always, staff members – particularly advisers – are happy to provide students and parents with information and counseling on matters not covered in the Guidebook.

We have included key dates for the 2024-2025 school year, including days off and early dismissals, in the "Important Dates" section near the beginning of the Guidebook. For a comprehensive listing of academic, athletic, extracurricular, and special events, please consult our online calendar, found under the "Calendars" tab at www.newtrier.k12.il.us. You can customize the calendar based on the individual activities in which a student participates, such as athletics or performing arts. New Trier also sends parents a printable monthly "Key Events Calendar" via e-mail that has up-to-date information about major events.

We hope you enjoy the new school year.

Sincerely,

Paul J. Sally, Ed.D.
Superintendent

Denise Dubravec
Principal/Assistant Superintendent,
Winnetka Campus

Paul M. Waechtler
Principal, Northfield Campus

**TO COMMIT MINDS TO INQUIRY, HEARTS TO COMPASSION,
AND LIVES TO THE SERVICE OF HUMANITY.®**



Mission Alignment

NEW TRIER HIGH SCHOOL MISSION ALIGNMENT

New Trier is committed to academic excellence. When rigorous academic learning is combined with the larger calling of an educational institution to nurture the essential skills, mindsets, and dispositions necessary for future success, the whole student experience is enhanced. This graphic illustrates how each of New Trier's initiatives work together to support the growth and development of each student.

The discrete parts of New Trier's mission make up one singular commitment to prepare our students for future success. Our aim is to illustrate how the different parts work together to create a cohesive mission and provide a consistent way to discuss the work we do at our school. The New Trier experience is defined by student-centeredness. Everything we do is about making the student experience a positive one for students. From the Adviser Program and classrooms to extracurricular offerings, we provide opportunities for students to connect with others and grow academically and personally. New Trier teachers, staff and administrators make student-centered decisions and are committed to helping each student forge an individual pathway through school.

This Mission Alignment graphic aims to provide clarity of purpose for all stakeholders in our institution.

Each part of our mission is described in the graphic to the right.

VALUES -- what we believe -- is New Trier's historic motto: "To commit minds to inquiry, hearts to compassion and live to the service of humanity." It expresses our core values: to be life-long learners; to be curious; to understand the experiences of others; to think beyond oneself; and to use our talents in the service of the greater good. Everything we do is guided by our motto.

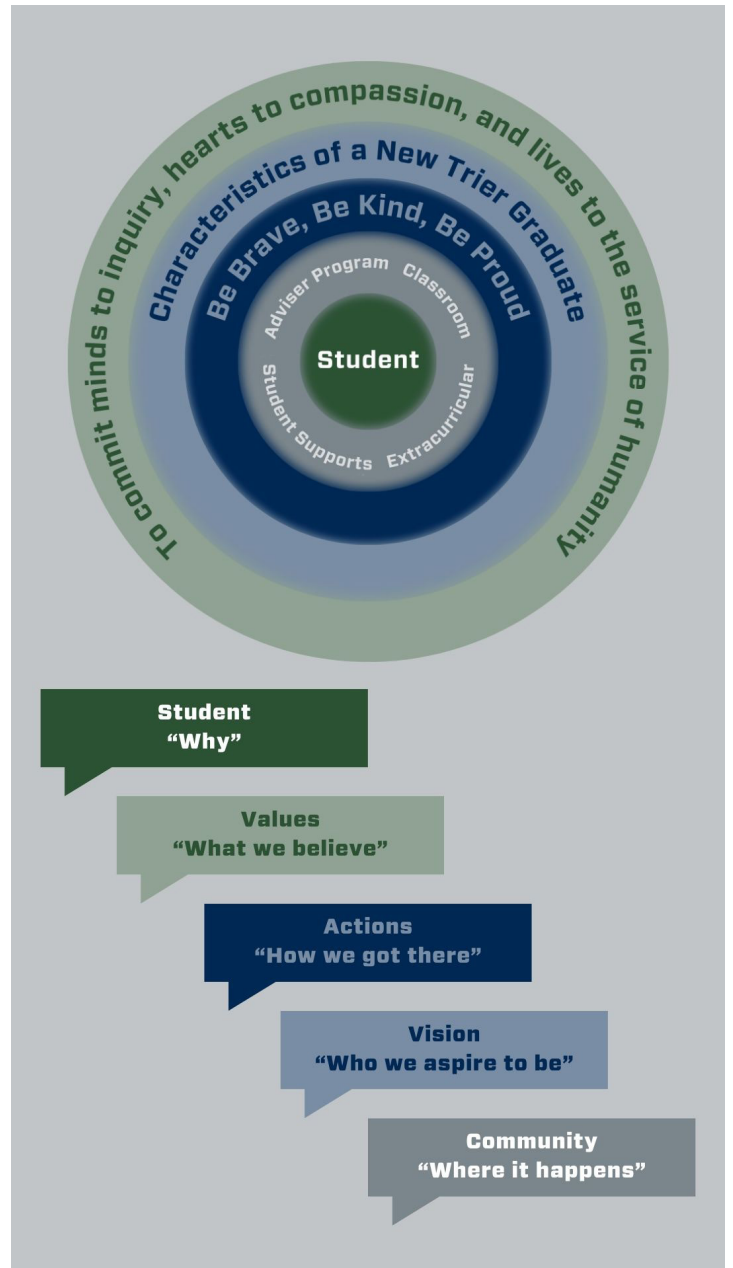
VISION -- who we aspire to be -- is expressed in The Characteristics of a New Trier Graduate. Our charge is to prepare students to thrive in a dynamic world by developing in every graduate the skills and dispositions to lead meaningful, compassionate, and impactful lives. These habits include critical thinking, collaboration, creativity, communication, and resilience: all essential attributes that will not only differentiate our students but will lead to success in an ever-evolving world of competitive college and career pursuits.

ACTIONS -- what we do -- to activate our values and vision. We aspire to nurture a school community where everyone feels like they belong. Through our actions, behaviors, and interactions with each other, Trevians are asked to be brave (take healthy risks), kind (treat others with dignity) and proud (celebrate success, growth, and accomplishments). Students learn what it means to be Brave, Kind, and Proud and how these actions build strong relationships and promote a positive school culture, where each student is seen, heard, and valued.

COMMUNITY -- where it all happens -- the spaces where students engage with the motto, the Characteristics, and BKP actions. Within the Adviser Program, Classrooms, Student Supports and Extracurriculars students and staff work together to build community, think critically and deeply about themselves and the world around them, and develop the social emotional skills that support their ongoing growth. More specifically, in the Adviser room and in extracurriculars -- including athletics, competitive clubs and performing arts -- advisers, sponsors and coaches work with students to identify what it means to be Brave, Kind and Proud and how to lead this work with their peers in their respective community.

At the heart of our work is the student's journey through academic and personal exploration, growth, and self-discovery. It is our collective responsibility to model the core values through our actions and provide opportunities and experiences for students to cultivate the skills and dispositions we expect all our graduates to possess.

At the heart of our work is the student's journey through academic and personal exploration, growth, and self-discovery. It is our collective responsibility to model the core values through our actions and provide opportunities and experiences for students to cultivate the skills and dispositions we expect all our graduates to possess.



Communication Protocol

BUILDING STUDENT ADVOCACY - COMMUNICATION PROTOCOL

New Trier is fortunate to have a supportive and caring school community. We recognize that educating students is a process that involves partnership between students, parents/guardians, administration, faculty, staff, coaches, and sponsors. The New Trier community believes all members of the partnership have a fundamental understanding and commitment to the following principles of communication:

OUR PURPOSE

The purpose of communication is to support our students through open and honest dialogue. All communication will be conducted with civility, professionalism, and respect. When issues arise, individuals will seek to understand each other's perspectives to reach reasonable solutions while maintaining positive relationships.

OUR PHILOSOPHY

New Trier values the development of resilient healthy individuals as outlined in The Characteristics of a New Trier Graduate: "New Trier graduates learn to take ownership over their physical and mental wellness. As they work to develop a healthy sense of self, they adapt to challenges and changes with resilience, flexibility, and perseverance. They demonstrate responsibility for themselves and care for others." Therefore, communication and problem-solving efforts with all staff should be initiated by students. While there are times when it's appropriate for parents and staff to strategize about how to best engage the student in the problem-solving process, students are encouraged to seek guidance from trusted adults to help them advocate for themselves. To adapt to challenges, students may need to tolerate discomfort and accept that some issues may not be resolved immediately or at the level they are seeking.

OUR PROTOCOL

New Trier High School believes issues should be addressed at the simplest and most direct level. We encourage students to try to resolve situations independently whenever suitable. Due to the unique nature of the Adviser Program, students and/or parents/guardians are encouraged to keep their Adviser informed and seek their guidance in finding solutions and navigating the correct procedures for communication.

For example, if a student has a concern about their performance in a class or extracurricular activity, their adviser can provide counsel on best approaches to work with the teacher/coach or sponsor regarding the concern. In the event that the issue cannot be resolved with the teacher/coach or sponsor and warrants the need for additional communication, a student and/or adviser may guide the student to the next appropriate person, i.e., the Department Chair/Activities, Athletic, Performing Arts Director, etc. When appropriate, a parent/guardian may be involved. In all communication, students are expected to be a part of the conversation. All parties involved will maintain reasonable expectations for the frequency and response time of the communication.

Student Services

GRADUATING CLASS TEAMS

The Graduating Class Teams are designed to enhance the academic and social-emotional support for all students throughout their high school journey. Each graduating class (ex. Class of 2025) will have a dedicated team of administrators, adviser chairs, and student services liaisons who will closely follow and support students during their entire high school experience. These teams will accompany students throughout their entire high school journey, fostering continuity of support and gaining a deeper understanding of each student's unique strengths and challenges.

The Graduating Class Teams strive to strengthen the essential connection between school, family, and students. The Adviser Program at New Trier has always emphasized this connection, and with the introduction of these teams, students and families will have multiple staff members providing consistent and targeted support, throughout a student's high school career. Much like with the current Adviser system, the Northfield Campus will have a slightly different structure, with the two Northfield Adviser Chairs remaining at that campus each year, while the Assistant Principal and most liaisons will move with the graduating class all four years.

The Graduating Class Teams consist of the following members and positions:

- **Assistant Principal:** The Assistant Principal plays a vital role in coordinating the team's efforts and ensuring effective support for all students.
- **Adviser Chairs:** Two Adviser Chairs are part of each team. These experienced individuals will collaborate with Advisers to better understand students' needs as they progress through high school.
- **GCT Admin Assistants:** The GCT Admin Assistants are essential team members and collaborate with the GCT to provide crucial administrative support, ensuring seamless communication and coordination.
- **MTSS Coaches:** The coaches work closely with the team to implement and track targeted interventions and academic support for students who may need additional assistance.
- **Post-High School Counseling Liaison:** This liaison focuses on guiding students and families through post-graduation planning, including college and career preparation.
- **School Psychologist Liaison:** The School Psychologist liaison contributes valuable insights to support students' mental well-being and academic success.
- **Social Work Liaison:** A dedicated liaison from the Social Work department is part of the team, providing expertise and assistance in addressing students' social and emotional needs.
- **Special Education Liaison:** The Special Education liaison ensures that appropriate accommodations and resources are provided for students following an Individualized Education Plan.

At New Trier High School, we believe in the power of community and collaboration, and the Graduating Class Teams embody these principles. We are here to support, celebrate successes, and help students navigate challenges.

GUIDANCE SERVICES

Guidance services provide a framework in which all student services personnel collaborate to offer a common set of guidance experiences to all students and, at the same time, focus on the individual needs and interests of each student. For each year group, proactive teams of Adviser Chairs, post-high school counselors, social workers and special education teachers plan activities – both group and individual – that foster personal exploration and self-awareness. Students are challenged to set realistic goals, to make responsible decisions, to understand the consequences of their actions, and to learn to self-advocate.

The heart of the New Trier guidance program is its adviser system, which emphasizes the importance of the individual and the development of personal relationships among adolescents and between adolescents and adults. Of all the people with whom the student interacts at school, the adviser exercises the greatest influence on the student during their enrollment at New Trier. The adviser is neither disciplinarian nor psychological consultant, but an understanding and sympathetic counselor and caring adult, a mentor who provides important information about how the school functions. The adviser also helps the student plan their academic career and guides the student to fulfill their educational and personal potential.

THE ADVISER PROGRAM

The Adviser Program has a long and illustrious history at New Trier High School. The Adviser Program began in 1928 under the leadership of F.E. Clerk and has become a cornerstone of the New Trier experience. The Adviser Program establishes a climate of connection and belonging devoted to each student's growth. The community established in an adviser room is the springboard for each and every day of the New Trier student experience. The adviser room is an environment that fosters self-awareness and reflection as students identify their interests and strengths. Advisees are encouraged to expand their understanding of diversity and perspectives different from their own, have conversations about important topics, and engage in service to others.

Faculty who accept the responsibility that comes with the position forge meaningful, long lasting relationships with the groups they guide. Advisers are a central figure in the New Trier student experience; they know and understand the unique dynamics of advisees and their families, share insight, and help guide decision-making at school. Advisers make connections with colleagues in school and engage resources on behalf of their advisees when the need arises. Advisers have a broad view of their advisees' school experience and can often be proactive in their efforts to support their advisees.

The Adviser Program has been described as the "heart and soul" of New Trier High School and its continued vibrancy is driven by the energy and commitment of the tremendous advisers who bring it to life for our students. The program has and continues to provide our students myriad opportunities to live the New Trier mission of "committing minds to inquiry, hearts to compassion, and lives to the service of humanity."

The Adviser Chairs both direct and support the work of the individual advisers. There are two Adviser Chairs (similar to deans) for each class. In collaboration with advisers and available student services, Adviser Chairs support both academic and social emotional needs of students. The Adviser Chairs provide general guidance for adviser room procedures, review the course planning and registration of the students under their responsibility, handle all disciplinary referrals for their year group, work with student leaders on class-wide initiatives and programs, and provide professional development opportunities for advisers.

Student Services

POST-HIGH SCHOOL COUNSELING

The goal of the post-high school counseling program is individualized post-high school planning for students. Comprehensive and sequential, the process spans all four years and engages the student, parents, adviser, and Adviser Chair in an ongoing dialogue with counseling professionals.

During the freshman and sophomore years, this team investigates the issues, information, and essential skills that affect the student's post-high school choices. In the junior and senior years, the student and family work with a post-high school counselor individually to research and apply for admission to colleges or to other programs that meet identified needs.

The post-high school counseling process is centered in the adviser room. Advisers encourage students to identify and develop their personal and academic talents. Advisers also provide information about opportunities for advisees to maximize the high school experience.

Balanced and challenging educational experiences provide students with the greatest satisfaction and the most options after graduation. College admission personnel consider many attributes when evaluating a candidate, including the rigor of the student's high school program, grades/grade point average, standardized college admission test results, application questions and essays, extracurricular and co-curricular involvement, and community service.

IMPORTANCE OF THE HIGH SCHOOL CURRICULUM

The courses a student takes and the grades they earn represent the most important criteria considered by admission personnel.

In general, colleges prefer a traditional and classical college preparatory curriculum, including English (literature and composition courses), mathematics, science (laboratory courses), social studies, and foreign language. Colleges also look favorably on courses that supplement a strong academic program, such as computer/information technology, fine and performing arts, business, family and consumer sciences, and technical and applied arts.

Colleges and universities have different general requirements. Although specific prerequisites may change, the following **minimum guidelines** exist:

Public universities/Private 4-year colleges and universities

English.....	4 years
Mathematics.....	3-4 years
Laboratory science	3 years
Social studies.....	3 years
Foreign language.....	2-4 years
Academic, fine arts electives	2 years

Highly selective colleges/universities

English.....	4 years
Mathematics.....	4 years
Laboratory science	3-4 years
Social studies.....	3-4 years
Foreign language.....	4 years
Academic, fine arts electives	2 years

Community colleges

Admission requirements vary from an open-door admission policy to selective course expectations delineated by various departmental program requirements.

ACTIVITY INVOLVEMENT

Participation in activities in school and in the community enhances the high school experience and broadens a student's knowledge. Many colleges see the quality and depth of a candidate's commitment to athletics, clubs, organizations, employment, and community service to be significant to the admission decision.

COMMUNICATIONS AND THE POST-HIGH SCHOOL COUNSELING PROCESS

The New Trier Post-High School Planning Guide details the process of identifying appropriate institutions and opportunities as well as applying for admission. The guide is mailed to students' homes during the second semester of the sophomore year and is available online at newtrier.k12.il.us/phsc. Please consult the PHSC website for further details on programs and services.

COLLEGE REPRESENTATIVE VISITS

New Trier is fortunate to have over 200 colleges visit us annually during first quarter to meet with our students. Much of the information provided is general in nature and most applicable to seniors. Meeting with these representatives is a privilege and will not factor into a student's admissibility to that institution.

Students may attend visits when they occur during a designated free period or lunch period. Seniors may try to prearrange a class absence with the appropriate teacher but should plan on staying only for a portion of the period. Juniors are not permitted to miss class to attend. In the event a student is unable to attend and would like to contact the representative, all contact information is provided on the college's MaiaLearning page or can be found on the college's individual website.

TESTING POLICY

New Trier's long standing Test Day Policy, created to help students and teachers plan effectively and to minimize the possibility of students' taking multiple tests in a single day, is not applicable to the block schedule.

To help students and teachers to plan effectively and avoid students' taking or submitting more than two assessments* in a single day, the following principles will guide the 2024-2025 Test Day Policy:

1. The policy avoids students having more than two assessments in one day;
2. Post due dates in Canvas calendar as far in advance as possible to support long term planning for students and teachers;
3. Adhere to the homework-free and no-assessments due calendar;
4. Afford flexibility to teachers to determine appropriate assessment dates throughout the week to maintain the pace of their curriculum and instruction.

POLICY

In the Blue/Green Days block schedule, it is less likely students will have more than two assessments due on one day. The following policy will ensure that a student is not required to take more than two assessments in one day:

- Students may not have more than two assessments, major papers, projects or longer term assignments due, or to be taken, on the same day. If that occurs, students should email/message their teachers (copy adviser and case manager, if applicable), and those teachers will collaborate to determine which class will postpone their due date for one day. Students

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may also reach out to their advisers for assistance in notifying their teachers if needed.

**Assessments are any in-class or remote tests, projects, papers, presentations, longer term assignments, video demonstrations or other alternative assessments that require substantially more than the normal amount of time required for homework (in that course) and that requires the majority of students to use more than half the period to complete is defined as an assessment. This definition excludes formative assessments.*

TESTING PROGRAMS

NEW TRIER PLACEMENT TESTS

New Trier placement tests measure verbal and quantitative ability and achievement in reading comprehension and mathematics. These tests are scientifically designed by commercial testing agencies and are widely accepted and used throughout the country. They provide an opportunity to measure the abilities and progress of New Trier students against national and local norms. Before entering New Trier, all freshmen and transfer students take these tests for placement purposes. Placement tests for incoming freshmen are administered on designated Saturdays in late November and early December.

COLLEGE ADMISSIONS TESTING

The **ACT** and **SAT** are standardized tests required by some colleges and universities for undergraduate admissions.

THE COLLEGE BOARD is an association of some 5,400 colleges, schools, universities, and other educational organizations throughout the country. It offers the following:

- **AP Tests (Advanced Placement)** - AP tests are given in May predominately to students enrolled in AP courses throughout the school year. College credit and/or advanced placement may be granted by colleges on an individual basis as a result of AP test scores. The College Board provides fee reductions for qualified AP students with financial need.
- **PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)** - The PSAT/NMSQT is a test of verbal, mathematical, and writing skills. It previews the SAT and serves as the qualifier for the National Merit Scholarship program. It is administered to juniors who elect to take the test in October.
- **PSAT 8/9** - According to the College Board website, the PSAT 8/9 tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10 in a way that makes sense for ninth graders. It is not a qualifying test for National Merit Scholarships. With the addition of the PSAT 8/9, students establish a baseline measurement for college and career readiness, allowing students, parents, and teachers to support students' growth areas long before they take the SAT. The PSAT 8/9 is administered to freshmen in April.
- **PSAT 10** - The PSAT 10 test is identical to the PSAT/NMSQT in all three test sections: Reading, Writing and Language, and Math. However, unlike the PSAT/NMSQT, the PSAT 10 is not a qualifying test for National Merit Scholarships. The PSAT 10 is not an achievement test; according to the College Board website, the test "focuses on the skills and knowledge at the heart of education." The PSAT 10 is administered to sophomores in April.

- **SAT** - The SAT measures verbal, reading, math, and writing and language skills. Possible scores range from 200 to 800 per section, with 1600 being the highest combined score.

ACT, INC. is a private testing agency associated with colleges throughout the country. It offers the following:

- **ACT** - The ACT is a test of English, mathematics, reading, and science skills. It is administered six times a year. Scores range from 1-36. The writing test is optional. Scores range from 1-36 and are not included in the composite score.

Scores of juniors who take the **ACT** and/or **SAT** during their second semester may be used by the Illinois State Scholarship Commission to identify students eligible for honorary scholarships to Illinois public colleges and universities.

STATE TESTING

The Illinois State Board of Education suite of assessments includes the PSAT 8/9 for all freshmen, PSAT 10 for all sophomores, and SAT for all juniors. These tests are required, offered at no cost to students, and serve as the state suite of assessments for purposes of state and federal accountability. The SAT score may be reported to colleges for admission purposes at the student's request.

NEW TRIER TEST CENTER CODE NUMBERS

SAT Test Center - 14585 | ACT Test Center - 174480

NEW TRIER HIGH SCHOOL CODE NUMBER

144430

NATIONAL TEST DATES

ACT/SAT test dates offered at New Trier are listed below. Deadlines are set by the testing agencies. For up-to-date information, log onto www.actstudent.org or www.collegeboard.org or contact the Test Center (Room 307, Winnetka Campus; 847.784.2259).

2024 TEST DATES

August 24	SAT
September 14	ACT
October 19	PSAT/NMSQT (Juniors)
November 2	SAT
November 9	8th Grade Placement Testing
November 16	8th Grade Placement Testing
December 14	ACT

2025 TEST DATES

February 8	ACT
April 9	State ACT (Juniors)
April 9	preACT Secure (Sophomores)
April 10	preACT 9 Secure (Freshmen)
May 5-9	AP Exams
May 12-16	AP Exams
June 7	SAT
June 14	ACT

Student Services

SOCIAL WORK SERVICES

School Social Workers are specialists in identifying and intervening with mental health issues and emotional disabilities. The Social Work Department provides the following services at New Trier High School: assessment; individual and group counseling; consultation and collaboration with school personnel; consultation with parents/guardians; crisis intervention; mandated reporting; student advocacy; development of school wide interventions; and community outreach and referrals. When providing counseling services, the focus is on issues that have had a significant impact on a student's functioning in the school setting and social workers follow the guidelines of the Illinois Mental Health and Development Disabilities Confidentiality Act (740 ILCS 110/1 et seq.) and in Board Policy 7:290.

CRISIS INTERVENTION: STUDENTS AT RISK, ADOLESCENT SUICIDE AWARENESS, AND PREVENTION PROGRAMS

The Board of Education believes the physical, emotional, and mental well being of all students must be maintained as a prerequisite to achievement and educational adjustment through the formally structured education process. Furthermore, the Board recognizes that behaviors dangerous to self and others, up to and including suicide, are mental health issues that may be addressed with involvement of the State or community mental health agencies and with appropriate awareness, prevention, and intervention programs.

The Superintendent or designee is directed to develop, implement, and communicate a comprehensive and continuing adolescent suicide awareness and prevention program for the District. The Superintendent has developed a liaison between the State or community mental health agencies and the District for the purpose of securing professional expertise and assistance with the suicide awareness and prevention program.

In conjunction with the adolescent suicide prevention program, additional crisis intervention procedures will address other at-risk behaviors.

(Reference: Board Policy 7-290)

National Suicide Prevention Lifeline=988

Crisis Text Line=Text HOME to 741741

Safe2Help Illinois Helpline=844-4-SAFEIL

PURPOSE OF CRISIS INTERVENTION

The purposes of developing procedures for crisis intervention may include but are not limited to:

- providing assistance to the student as a way to prevent self-harm or harm to others;
- providing assistance to parents/guardians so they can fulfill their role in supporting, protecting, and providing for their student;
- providing support and direction to staff members working with students who may be at risk; and
- ensuring District compliance with statutory responsibilities.

PROCEDURES FOR CRISIS INTERVENTION

Any staff member with reason to believe a student is in danger or is a danger to self or others should contact the Associate Principal for Student Services, Assistant Principal of the Graduating Class Team, Adviser Chair, and/or Social Work Department immediately. Concerns related to a student's danger to self might be related to such issues as suicidal ideation, bullying, threats or acts of violence, self-injury, family violence, disordered eating, and/or substance abuse.

When a student self-reports or is reported to be a danger to self, the Social Work Department should be notified immediately. The staff member who has become aware of this information must assume direct responsibility for reporting the information. When possible, the student about whom there is concern should be escorted to the Social Work Department. A social worker will interview the student to assess imminent danger, moderate risk, or low risk; provide support to the student; and inform the student that concern for their safety will be shared with the parents/guardians. If social work cannot access the student, the parents/guardians will be contacted and a social worker will follow-up the next school day.

After interviewing the student, the social worker will determine if the student is in imminent risk of harm. If the student is assessed to be safe, the social worker will follow up with the referral source, the Adviser Chair, and the student's parents/guardians. If the student is assessed to be a danger to self or others, the social worker will either 1) request that the parents/guardians pick up the student from school and take him or her for help or 2) have the student transported to a hospital emergency room and have the parents/guardians meet the student there. If unable to reach either parent/guardian, the social worker will call the other people listed on the student's school emergency card. If no one can be reached, it will be at the discretion of staff to have the student taken to a hospital emergency room by local Emergency Medical Services. A staff member will meet the student at the emergency facility and will remain with the student until parents/guardians/emergency contacts arrive, the student is admitted to the medical facility, or local authorities assume control over the student.

The social worker will contact the student's adviser, Adviser Chair, Assistant Principal, and/or the Health Services Coordinator/School Nurse to share pertinent details of the situation and determine with the adviser and Adviser Chair whether the student's teachers should be informed. Confidentiality is respected. Faculty will be informed only on a "need-to-know" basis.

After the intervention, the social worker will:

- contact the parents/guardians to ascertain medical interventions and request a signed Consent for Release of Information Form to allow the social worker to contact the referral resources to coordinate services;
- conduct a re-entrance conference along with the adviser, Adviser Chair, student, and parent/guardian (documentation is requested from a licensed mental health professional stating the student is safe from harm to self/others and able to attend classes);
- work with the family to determine an ongoing support plan;
- collaborate with the outside medical/therapeutic professional involved in the case if parental/guardian consent is provided; and
- apprise the Social Work Department Chair/Coordinator of the case.

If the parent/guardian does not follow up with a referral, the Assistant Principal may file a report with the Illinois Department of Family Services (DCFS) for abuse or neglect. In addition, if the District is concerned that a student may harm themselves or others in the school setting, then that student may be

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referred to a mental health professional for a safety evaluation. The purpose of this evaluation is to determine whether the student is safe to remain in the school setting and/or to determine if any special supports are needed in the school setting. If this evaluation is done at the District's expense, the District will select the evaluator. Failure to comply with evaluation requirements may also result in a report to DCFS.

A student who engages in self-injurious behaviors or suicidal/homicidal ideations in the school setting may be excluded from school until he/she has been evaluated by a licensed mental health professional and deemed safe to return. Repeated behavior of this nature may result in disciplinary interventions and/or referral for a special education evaluation if appropriate. If an evaluation is completed at District expense, the District has the right to select the evaluator.

DOCUMENTATION

The appropriate school employee will document pertinent information relative to an intervention for a student at risk. A confidential written report will be on file in the Social Work office. A copy of the documentation from the intervening mental health professional will be kept on file in the Assistant Principal's office.

PSYCHOLOGICAL SERVICES

School psychologists are uniquely qualified members of school teams (GCT, Child Find) who support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

School psychologists provide direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals (i.e., post high school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.

All children and youth can face problems from time to time related to learning; social relationships; making difficult decisions; or managing emotions such as feeling depressed, anxious, worried, or isolated. School psychologists help students, families, educators, and members of the community understand and resolve both long-term, chronic problems and short-term issues that students may face. They are a highly skilled and ready resource in the effort to ensure that all children and youth thrive in school, at home, and in life. - adapted from the National Association of School Psychologists

HEALTH SERVICES

The philosophy of New Trier's Health Services Department is centered on the belief that optimum health is essential for learning and enhances school success. Registered nurses specializing in adolescent health, working in conjunction with families, doctors, staff, and community, provide counseling, support, and education for students as they move toward independent living. Daily direct nursing service includes illness and injury assessment and intervention, emergency care, medication administration, and health counseling. The goals of Health Services are to help students develop strategies to manage health issues and enhance personal wellness.

Vision and hearing screenings, physical and immunization compliance, and other public health mandates are managed by Health Services. Vision and hearing screenings will be scheduled throughout the school year for students new to the District and annually for students receiving Special Education services.

HEALTH EXAMINATIONS AND IMMUNIZATION RECORDS

Students entering 9th grade will provide medical documentation of health examinations, up-to-date immunizations, and a dental exam. Transfer students will provide medical documentation of health examinations and up-to-date immunizations within 30 days of registration. Documentation of an eye exam will be requested for any student entering Illinois schools for the first time. These requirements are in accordance with rules and regulations of the Illinois State Board of Education and Illinois Department of Public Health.

Incoming freshmen and transfer students participating in summer school are requested to submit documentation of health examinations and up-to-date immunizations.

Health forms may be downloaded from the New Trier Health Services website: <https://www.newtrier.k12.il.us/studenthealth>

(Reference: BOE Policy 7-100, Illinois Department of Public Health Rules and Regulations, Illinois Administrative Code part 665; School Code of Illinois 105 ILCS 5/27-8.1)

EXCLUSION FROM SCHOOL

For students' health and safety, health examination and immunization records are requested by the first day of school. Unless an exemption or extension applies, health examination and immunization requirements must be met by October 15th of the current school year. Failure to comply will result in exclusion from school until the required health forms are provided to the District. During a student's exclusion from school for noncompliance, the student's parents/ guardians will be considered in violation of Section 26-1 of The School Code of Illinois and subject to any penalty imposed by Section 26-10. Per 77 Ill Admin Code Part 690, in the event of any reported case of vaccine preventable communicable disease (such as measles) in the school, susceptible students would need to be excluded from school for the minimum period set forth by the Illinois Department of Public Health. During that period, the school is under no obligation to provide homebound tutoring unless, of course, the student were to become ill.

RELIGIOUS OR MEDICAL OBJECTION TO HEALTH EXAMINATION OR IMMUNIZATIONS

If a student is exempted from a physical examination or immunizations for medical reasons, a physician must provide written documentation addressing the medical contraindication. If a parent or guardian objects to a physical examination or immunizations on religious grounds, the Illinois Department of Public Health's Certificate of Religious Exemptions form must be completed and signed by a parent and physician.

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In order for a student to participate in interscholastic sports, the Illinois High School Association requires that a health exam be provided. IHSA rules do not allow for religious or medical exemptions.

Should a religious objection impact the student's curriculum, the parent/guardian should annually notify Health Services, the student's adviser, and the appropriate department chair of the objection to initiate plans to arrange for curricular alternatives.

(Reference: School Code of Illinois, 105 ILCS 5/27-8.1)

ATHLETIC PERMIT

In order for a student to participate in interscholastic sports, the Certificate of Child Health Examination form must be completed and signed by a physician. The athletic physical exam is good for 395 days from the exam date, then needs to be renewed to continue participation.

STUDENT EMERGENCY CONTACT INFORMATION

Student emergency contact information must be submitted by parents/guardians of students entering New Trier. Student contact and emergency information is used by Health Services to reach a parent/guardian or authorized contacts as needed. Students who become ill or injured at school may be sent home after contact is made with the parent/guardian or emergency contact.

ILL OR INJURED STUDENTS

Students exhibiting signs of illness should be cared for at home to prevent the spread of illness to other students. Students who become ill or injured at school will not be sent home without prior contact with a parent/guardian or authorized emergency contact. Local paramedics may be called in the event of a medical emergency.

STUDENT HEALTH NEEDS

Parents/Guardians should notify Health Services of any student with a health need prior to that student starting school or as a health issue develops. Health information may be sensitively shared with faculty and staff members when necessary to provide for safe daily care and to guide emergency procedures. An elevator pass will be provided with a doctor's orders or at a nurse's discretion. Confidentiality will be maintained in accordance with state and federal laws.

Asthma, allergy, seizure, and diabetic action and emergency plans are requested to guide procedures for best student care.

As part of our commitment to ensuring student safety, District 203 maintains a supply of UAM (Undesignated Asthma Medication), UEs (Undesignated Epinephrine Injectors), UG (Undesignated Glucagon) and/or UOAs (Undesignated Opioid Antagonists). Both the District and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer UAM, UAI, UG, and/or UOA to any student in cases of respiratory distress, anaphylactic reaction, diabetic hypoglycemia or opioid overdose, respectively, based on their professional judgment and in good faith.

Public Act 100-0726, 105 ILCS 5/22-30(c), 105 ILCS 145/27, and Public Act 103-0348)

MEDICATION ADMINISTRATION DURING SCHOOL HOURS

The administration of medication to students during regular school hours and during school-related activities is discouraged unless necessary for the critical health and well-being of the student. If a student needs to take medication

during school hours, a parent/guardian must submit a Medication Authorization Form to Health Services. Self-administration can only occur under the direct supervision of an authorized school personnel. The administration of medication to students in school is subject to procedures established by the Superintendent or designee.

(Reference: Board Policy 7-270)

Complete procedures and guidelines can be found on the Medication Authorization form on New Trier's website at www.newtrier.k12.il.us/studenthealth

Procedures and guidelines for medications at school:

1. Students may only be administered medications or authorized to carry medications at school after filing a school medication authorization form signed by a medical provider and parent.
2. Medication is to be provided or carried in a container labeled by a pharmacy, physician, or manufacturer.
3. Medication will be administered by a certified school nurse, registered nurse, or school administrator. In case of field trips or other school activities, other school personnel may volunteer to assist in medication administration and will be given instructions by the school nurse if needed.
4. Most medications will be stored and administered in Health Services. Students may carry asthma, allergy, seizure, and diabetic medications with physician and parent authorization. Self-administration privileges may be withdrawn if the student exhibits behavior that indicates lack of responsibility.
5. A stock supply of Acetaminophen (Tylenol), Ibuprofen (Advil), and Diphenhydramine (Benadryl) is stored in Health Services. Medication can be administered at the nurse's discretion once a form is signed by a physician and parent/guardian.
6. Prescription medication remaining at the end of the school year must be taken home by a parent/guardian or discarded. Expired medications will be discarded. The medication form must be renewed annually.
7. If students attend overnight field trips with New Trier, an Authorization to Administer Prescription and Non-Prescription Medication for Off-Campus, School-Sponsored Activities form must be completed and signed by a parent or guardian and healthcare provider with prescribing capabilities.

COMMUNICABLE AND CHRONIC INFECTIOUS DISEASE

The Board of Education recognizes that management and control of communicable and chronic infectious disease is an important goal within the school environment. The Board further recognizes that a student with a communicable and/or chronic infectious disease is eligible for all rights, privileges, and services provided by law and the District's policies. The District will permit students with communicable or chronic infectious diseases to continue their attendance at school whenever, through reasonable accommodation and without undue hardship, there is no reasonable risk of transmission of the disease to others.

(Reference: Board Policy 7-280)

Decisions regarding program placement at New Trier High School of students with a chronic infectious disease are made on an individual basis. In each case, risks and benefits to both the child and others will be weighed by an Administrative Review Committee, consisting of the Principal and Superintendent or their designees, a physician retained by the District, the Health Services Department Chair and/or Coordinator, and other persons, if any, as designated by the Superintendent. Decisions regarding the type of educational and care setting will include the child's parents/guardians, physician,

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and public health representatives. Confidentiality will be maintained and those participating in the review or in the education and care of the student will be given information on a “need to know” basis.

Employees are instructed in the concept of Standard Precautions that considers all persons, blood, and most bodily fluids to be potential carriers of infectious diseases. Daily scheduled routines, including hygienic precautions and housekeeping procedures, provide for a sanitary and safe school site.

(Reference: 77 Ill. Adm. Code 690).

SUPPORT/AFFINITY GROUPS

New Trier High School offers a number of support and affinity groups. Students will be provided with an opportunity to express interest in those groups.

PHYSICAL PLANT NOTIFICATIONS

INTEGRATED PEST MANAGEMENT NOTICE

The New Trier District does not utilize pesticide sprays within its facilities. At certain times during the year and on an as-needed basis only, pesticides and herbicides are applied outside as part of field maintenance. Applications are made by state-certified personnel when students and staff are not present. Parents, guardians, students, and staff members who wish to receive written notification of any pesticide or herbicide application should contact Physical Plant Services at 847.784.2071.

ASBESTOS NOTIFICATION

The New Trier District monitors Asbestos Containing Building Materials in its school buildings as required by the United States Environmental Protection Agency and Asbestos Hazard Emergency Response Act for schools. This annual notification is required under the guidelines of the Illinois Department of Public Health. The required three year re-inspections were completed at both campuses in 2021. None of the asbestos identified presently poses a health or safety hazard to our students, parents, or staff. A copy of the Asbestos Management Plan (AMP) and all associated reports are available for review in the Physical Plant Services office at each campus. All inquiries regarding the AMP should be directed to the Northfield Campus Facilities Manager at 847-784-1461 or the Winnetka Campus Facilities Manager at 847-784-2074.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program (SAP) is a comprehensive model for the delivery of prevention, intervention, and support services for students and their families. Prevention and intervention services aim to encourage healthy lifestyles, attitudes, and behaviors. The intervention component of SAP involves working with the student, family, and school team to provide assistance that may include referrals to various school or community-based services. We provide an all-school wellness approach and work collaboratively with numerous school and community organizations to provide and support ongoing health and wellness educational initiatives. Students are encouraged to participate in support groups in school when available, and in other school or community

activities that will further enhance healthy development. Please consult the New Trier website for further information.

SPECIAL EDUCATION

New Trier recognizes that each student learns in a unique way. Despite individual differences, most students learn in the general education classroom; however, some students require extensive accommodations, curricular modifications, or a specialized curriculum. Criteria for special education eligibility is determined by procedures established by the State of Illinois and federal Rules and Regulations. The New Trier Special Education department serves students with an Individual Education Plan (IEP) including students with learning, emotional, physical, and cognitive disabilities, autism, hearing, vision, speech and language, and other health impairments. Students may obtain credit for classes through general education with or without accommodations and/or modifications or through special education classes with either a general or specialized curriculum. Prerequisites are consistent with general education courses. Any combination of classes and supports meeting graduation requirements leads to a standard New Trier diploma.

SPECIAL EDUCATION EVALUATION

Parents, teachers, or advocates who believe that a student is not progressing adequately either academically or social-emotionally and may be in need of additional supports or special education services may refer the student for consideration for a possible case study evaluation review by The Child Find Team. Referral forms are available from the Graduating Class Team's Administrative Assistant at each campus.

When a referral is made to the Child Find Team, existing data will be used to evaluate a student's current level of functioning, response to interventions that have been tried, and current skill strengths and weaknesses. Additional data will be collected when necessary and may include observations or interviews. When consent has been given for a case study evaluation, a determination of eligibility must be completed within 60 school days. Using the evaluation results, the student's team will determine whether the student is eligible for special education services under one of 14 possible disability categories. If the student is found not to be eligible for special education, interventions may be recommended in the general education setting.

The Illinois State Board of Education requires that when a student is suspected of having a learning disability that significantly impacts academic progress, schools must use a process that determines how a student responds to scientific, research-based interventions provided in the general education setting when determining whether that student is or continues to be eligible for and entitled to special education services.

NOTIFICATIONS:

Related Service Logs

The District maintains related service logs that document the type and number of minutes of related service administered under a student's Individualized Education Program (IEP). Related service logs are available to parents/guardians upon request or at a student's annual IEP meeting. Please direct any requests for a copy of a related service log for your child to Dr. Joanne Panopoulos, Assistant Superintendent of Student Services and Special Education at panopouj@nths.net.

Residency and Attendance

STUDENT RESIDENCY

Residents who live within the District 203 boundaries have the right to attend New Trier High School tuition free. For general education students, residence is generally based on the residence of the adult with legal custody of the student. For special education students, residence is generally based on guardianship where the location of the guardian is known.

For general education students, legal custody exists in the following situations under the Illinois School Code:

1. The student resides with a natural or adoptive parent who has custody of the student.
2. The student resides with a person other than a parent for reasons other than to have access to the educational programs of the District, and that person has been granted custody (not guardianship) by a court of competent jurisdiction.
3. An adult who has been granted short-term guardianship, so long as the student is not living with the adult for access to the educational programs of the District. The adult is required to obtain a court order granting permanent guardianship within sixty days of enrollment.
4. The student resides with an adult caretaker relative receiving aid under the Illinois Public Aid Code for the student, as long as the student is not living with the adult for access to the educational programs of the District.
5. The student resides with an adult who has demonstrated that, in fact, they have assumed and exercise legal responsibility for the student and provide the student with a regular fixed night-time abode for purposes other than to have access to the educational programs of the District.

Students may also attend school tuition-free in the following circumstances:

1. Students who are wards of the state and are placed with a foster parent or in another type of child care facility in the District will be permitted to attend school on a tuition-free basis. Tuition-free attendance will also be permitted if the Department of Children and Family Services has guardianship of a student who no longer resides in the District and that agency determines that is in the student's best interests to continue enrollment at New Trier High School.
2. Students whose change of residence is due to the military service obligation of a person who has legal custody of the student will be considered to be residents of the District in which they resided immediately before the change of residence caused by the military service obligation upon the written request of the person having legal custody of the student. A school District is not responsible for providing transportation to or from school for a student whose residence is determined under this provision.
3. If at the time of enrollment, a dependent of United States military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child will be allowed to enroll and will not be charged tuition.
4. Foreign students accepted into a New Trier approved foreign exchange program and subsequently accepted by New Trier through a prior agreement with the foreign exchange agency may attend school tuition-free if domiciled in the District.

SPECIAL EDUCATION STUDENTS

The residence of a student receiving special education services is generally related to guardianship. Under the School Code, the resident district for a special education student is the school District in which the parent or guardian, or both the parent and guardian, of the student reside when:

1. The parent has legal guardianship of the student and resides within Illinois; or
2. An individual guardian has been appointed by the courts and resides within Illinois; or
3. An Illinois public agency has legal guardianship and the student resides either in the home of the parent or within the same District as the parent; or
4. An Illinois court orders a residential placement but the parents retain any legal rights or guardianship and have not been subject to a termination of parental rights order.

In cases of divorced or separated parents, when only one parent has legal guardianship or custody, the District in which the parent having legal guardianship or custody of the special education student resides is the resident District. When both parents retain legal guardianship or custody, the resident District is the District in which either parent who provides the student's primary regular fixed night-time abode resides, provided that the election of residence District may be made only one time per year.

When the parent has legal guardianship and lives outside of the State of Illinois, or when the individual legal guardian other than the natural parent lives outside the State of Illinois, the parent, legal guardian, or other placing agent is responsible for making arrangements to pay the Illinois school district serving the child for the educational services provided.

The resident District is the school District in which the student resides when:

1. The parent has legal guardianship but the location of the parent is unknown; or
2. An individual guardian has been appointed but the location of the guardian is unknown; or
3. The student is 18 years of age or older and no legal guardian has been appointed; or
4. The student is legally an emancipated minor; or
5. An Illinois public agency has legal guardianship and such agency or any court in this State has placed the student residentially outside of the school District in which the parent lives.

In cases where an Illinois public agency has legal guardianship and has placed the student residentially outside of Illinois, the last school District that provided at least 45 days of educational service to the student will continue to be the District of residence until the student is no longer under guardianship of an Illinois public agency or until the student is returned to Illinois.

AUDIT STUDENTS

Although students are not usually admitted to New Trier High School on an "audit" basis, occasionally there may be sound educational reasons for doing so. In those instances, the following guidelines will be in effect:

1. Length of time of attendance: less than one semester;
2. Grade/credit: no grade, no credit;
3. Age: student must be 14-18 inclusive at time of admission;
4. Graduate status: no student who has completed secondary training will be accepted;
5. Attendance: student will continue on an audit basis for the period of time approved, only as long as the student attends class regularly and retains active participation within the classes audited; and
6. Special privileges: no other special privileges are implied.

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HOMELESS STUDENTS

Students who lack a fixed, regular, adequate nighttime abode based on exigent circumstances will be immediately admitted to New Trier under the McKinney-Vento Act and the Illinois Education for Homeless Children Act (IEHCA) if one of the following conditions is met:

1. New Trier was the school in which the student was enrolled when last permanently housed;
2. New Trier was the school in which the student was last enrolled; or
3. The student lives in the attendance area of New Trier.

Homeless students will be enrolled immediately even if the student or student's parent/guardian lack records that are normally required to establish residency or enroll in school. New Trier may require parents or guardians of a homeless child to submit an address or such other contact information as the District may require from parents or guardians of non-homeless children. New Trier will then immediately contact the school last attended by the student to obtain relevant academic and other records. If the student needs immunizations or to provide immunization and medical records, the student will immediately be referred to the Liaison for Homeless Children who will assist in obtaining this information.

New Trier will ensure that each student eligible under the McKinney Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act has equal access to the same free, appropriate public education as other New Trier students.

When a homeless student seeks enrollment at New Trier and at least twice annually when the student is enrolled, the District will provide the student and the student's parents/guardians written notice of rights as required by law. The District will provide transportation in accordance with the McKinney-Vento Act and the IEHCA.

If a student is denied enrollment or transportation under the McKinney-Vento Act and the IEHCA, the Liaison for Homeless Children will refer the child or their parent or guardian to the Ombudsperson appointed by the appropriate Intermediate Service Center and will provide the child or their parent/guardian with a written explanation for the denial and a listing of low cost or free legal assistance and other advocacy services in the community. During the pendency of the dispute, the child will be admitted to New Trier. The Ombudsperson will convene a meeting of all parties, hear evidence, and make a determination. The Ombudsperson's decision may be appealed to the State Coordinator.

Whenever a child and their parent/guardian who initially share the housing of another person due to the loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children will, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

(Reference: Board Policies 7-60, 7-65)

NONRESIDENT TUITION STUDENTS

The Board of Education does not permit enrollment of nonresident students on a tuition basis. Rare exceptions may be made at the discretion of the Superintendent where extenuating circumstances exist and space permits. The Superintendent's decision to admit or deny tuition students pursuant to this policy and any relevant procedures is final.

(Reference: Board Policies 7-60)

EXCEPTIONS

Exceptions to the non-enrollment of nonresident students will be recognized in the following circumstances:

1. If the Board of Education has entered into a joint agreement with the student's District.
2. If the person seeking to enroll a student plans to move into the District but will not take possession of their residence until after the student is scheduled to begin classes, enrollment will be permitted only upon tender of a check for one semester's tuition.
 - a. If the person and student move into their new residence and present proof of residence to the District within 60 calendar days of enrollment, the District will return their tuition check in full.
 - b. If the person and student move into their new residence after this 60 calendar day period has expired, they will be charged tuition for the period they were not residents and a prorated amount of their tuition will be returned.
 - c. To qualify students for enrollment in District 203, the person must furnish to the Superintendent or designee one of the following:
 - i. an agreement to purchase residential property in District 203, signed by seller and the person as buyer, which recites a closing date within 60 calendar days after the enrollment date;
 - ii. a copy of a lease, signed by landlord and the person as tenant, giving the person occupancy of a house or apartment in District 203 within 60 calendar days after the enrollment date; or
 - iii. a copy of an agreement with a building contractor, signed by the contractor and person, for the construction of a dwelling in District 203 with a contract including a substantial completion date of not later than 60 calendar days after the enrollment date.
 - d. Upon appeal, tuition may be extended for a second semester with the same provisions as for first semester. The first semester's tuition payment, however, will not be refunded. Under no circumstances may tuition be extended beyond one full school term.

ESTABLISHING RESIDENCY AT THE TIME OF ENROLLMENT

Unless a student is homeless, the person who wishes to enroll the student in the District has the burden of presenting information establishing identity, domicile, and legal custody before the student will be enrolled. If both parents reside in the District, no further proof of legal custody or guardianship will normally be required. If parents are separated or divorced and only one lives in the District, proof that the parent in the District has custody may be required. Joint custody may be, but is not always, sufficient. If the person with whom the student resides is not the parent, thorough investigation may be required to determine if the student is a resident. Both the non-parent with whom the student is domiciled, and the parent must complete a residency affidavit and provide any additional information requested. If insufficient documentation is provided to establish residence in the District at the time of initial enrollment, the District may deny enrollment with written notice to the person attempting enrollment.

INVESTIGATION PROCEDURES

When questions arise about the residency of students already enrolled, the District may conduct an investigation. The investigation may include review of public records, observations by investigators of the student coming and going from school, home visits, and inquiries with landlords and neighbors which will be conducted in a manner that balances the needs for the information with respect for the privacy of the student.

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The District may require the parent/guardian and, if different, the non-parent with whom the student resides to provide information establishing current identity, residence, and legal custody. This may include information requested at the time of initial enrollment but may also include additional residency questionnaires and/or affidavits. Individuals residing with the student and the student's parents/guardians must attest to residency under oath and to provide timely information. Based on all the information available to the District, the Superintendent or designee will make an initial determination as to residency.

NOTIFICATION AND HEARING PROCEDURES FOR STUDENTS ALREADY ENROLLED

If the Superintendent or designee preliminarily determines that a current student is not a resident, the person who enrolled the student will be notified by certified mail, return receipt requested, of that determination, details regarding the specific reasons why the board believes that the student is a nonresident of the district, and the amount of tuition owed.

Within 10 calendar days after receipt of the notice, the person who enrolled the student may request a hearing to review the determination. The request must be sent by certified mail, return receipt requested, to the District superintendent. Within 10 calendar days after receipt of the request, the Board will notify, by certified mail, return receipt requested, the person requesting the hearing of the time and place of the hearing, which will be held not less than 10 nor more than 20 calendar days after the notice of hearing is given.

At least 3 calendar days before the hearing, each party must disclose to the other party all written evidence and testimony that it may submit during the hearing and a list of witnesses that it may call to testify during the hearing. The hearing notice will notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed to the other party at least 3 calendar days prior to the hearing are barred at the hearing without the consent of the other party. The board or a hearing officer designated by the board will conduct the hearing. The board and the person who enrolled the student may be represented at the hearing by representatives of their choice. At the hearing, the person who enrolled the student will have the burden of going forward with the evidence concerning the student's residency.

If the hearing is conducted by a hearing officer, the hearing officer, within 5 calendar days after the conclusion of the hearing, will send a written report of their findings by certified mail, return receipt requested, to the school board and to the person who enrolled the student. The person who enrolled the student may, within 5 calendar days after receiving the findings, file written objections to the findings with the school board by sending the objections by certified mail, return receipt requested, addressed to the district superintendent. Whether the hearing is conducted by the school board or a hearing officer, the school board will, within 30 calendar days after the conclusion of the hearing, decide whether or not the student is a resident of the district and the amount of any tuition required to be charged under Section 10-20.12a of the School Code as a result of the student's attendance in the schools of the district. The school board will send a copy of its decision within 5 calendar days of its decision to the person who enrolled the student by certified mail, return receipt requested. This decision must inform the person who enrolled the student that they may, within 5 calendar days after receipt of the decision of the board, petition the regional superintendent of schools to review the decision. The decision must also include notification that, at the request of the person who enrolled the student, the student may continue attending the schools of the district pending the regional superintendent of schools' review of the board's decision but that tuition will continue to be assessed under Section 10-20.12a of the School Code during the review period and become due upon a final determination of the regional superintendent of schools that the student is a nonresident.

Within 5 calendar days after receipt of the decision of the board pursuant to this subsection (c) of this Section, the person who enrolled the pupil may petition the regional superintendent of schools who exercises supervision and control of the board to review the board's decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the regional superintendent of schools and the district superintendent.

Within 5 calendar days after receipt of the petition, the board must deliver to the regional superintendent of schools the written decision of the board, any written evidence and testimony that was submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript of the hearing or verbatim record of the hearing in the form of an audio or video recording documenting the hearing. The board may also provide the regional superintendent of schools and the petitioner with a written response to the petition. The regional superintendent of schools' review of the board's decision is limited to the documentation submitted to the regional superintendent of schools pursuant to this Section.

Within 10 calendar days after receipt of the documentation provided by the school district, the regional superintendent of schools will issue a written decision as to whether or not there is clear and convincing evidence that the pupil is a resident of the district pursuant to this Section and eligible to attend the district's schools on a tuition-free basis. The decision will be transmitted to the board and the person who enrolled the pupil and will, with specificity, detail the rationale behind the decision.

Pending a final decision by the Board following a hearing, or by the regional superintendent if applicable, the student will be permitted to continue attending school on a tuition-free basis. If the Board or regional superintendent, if applicable, determines that the student is not a resident, the person enrolling the student will be responsible for paying all tuition owed through the date of disenrollment. At its option, the Board may consider whether to permit the student to continue attending school if tuition is paid.

A person who knowingly or willfully presents to the District any false information regarding the residency of a student for purposes of enabling that student to attend any school in the District without payment of the non-resident tuition charge will be guilty of a Class C misdemeanor.

COMPLETION OF THE ACADEMIC YEAR

Resident students whose parents/guardians move out of the District during the academic year may complete that year at New Trier without payment of tuition. This non-tuition, out-of-District enrollment is allowed only for the completion of the academic year in which the move occurs and cannot be extended unless one of the exceptions for non-resident attendance are met.

TRANSFER INTO THE DISTRICT

Students seeking admission to the District must satisfactorily meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by the School Code of Illinois and the District.

Students who transfer into the District must complete one full academic semester in residence at New Trier before being eligible to graduate, regardless of the number of credits the student has accrued elsewhere. The school District from which the student is transferring is responsible for sending the student's records within 10 school days of notice from the parent.

A transfer student may be referred by the Principal or designee to a counselor for necessary testing and a recommendation for appropriate class or grade

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level assignment. It is within the authority of the Principal or designee to assign a student to a learning setting other than that recommended by the transferring school.

The District will request that the student present their records, including the unofficial records of grades and current mathematics and language arts placement levels, health records, most current set of standardized test reports, and the Illinois State Board of Education Student Transfer Form. The student's inability to present the records will not prohibit their admission to the District.

The following procedures will be followed in the enrollment of all transfer students:

1. Upon initial contact with the school, a registration packet will be sent to the transfer student's parents/guardians. Included will be:
 - a. information about the school (Program of Studies and various promotional materials);
 - b. an explanation of the registration process and placement testing program; and
 - c. information parent/guardian and student must bring to the registration appointment:
 - i. certified copy of the student's birth certificate;
 - ii. unofficial transcript from previous school(s);
 - iii. if necessary, proof of court-appointed guardianship;
 - iv. physical examination and immunization report (These forms must be presented by the first day of student's attendance.); and
 - v. documentation of residence within the District.
2. Whenever possible, the student will be tested and registered on the same day.
3. Whenever possible, the first full day of a student's attendance will be the next school day after the registration appointment.

TRANSFERS AFTER SUSPENSIONS OR EXPULSIONS

All transfer students serving terms of suspension or expulsion from any public or private out-of-state or Illinois school from which a student is transferring must serve the entire duration of the suspension or expulsion before being admitted to New Trier. Where the duration of the transferring student's suspension or expulsion is not indicated, New Trier Township High School District will determine the duration of the suspension or expulsion. Expulsions of indefinite duration will not exceed two years from the date of the expulsion.

Parents may request a review of their child's expulsion from a transferring school only when the prior expulsion was issued by a private school and the prior expulsion was based on incidents or occurrences unrelated to the student's misconduct or disciplinary record, or, alternatively, the prior expulsion was based on an offense not considered grounds for expulsion under the policies of New Trier Township High School District.

The request for such a review must be made to the Superintendent, who may recommend to the Board of Education that the student be enrolled before the expiration of the expulsion.

Where an appropriate program is available, the District may, at its discretion, place the transfer student in an alternative program for the duration of the student's suspension or expulsion.

TRANSFER OUT OF THE DISTRICT

To transfer from the District, the student and parent/guardian must:

- provide written notification by the student's parent/guardian to the Records Office;
- pay outstanding fees or fines;
- provide a parent/guardian signature on the release form; and
- return all school-owned property.

Parents/guardians will be given the opportunity to review the student's temporary and permanent records.

Within 10 school days of notification that the student will be leaving the District, a copy of the student's permanent and temporary records will be sent to the District to which the student will transfer, including:

- an unofficial record of the student's grades;
- the student's current placement levels;
- the student's health records;
- the student's most current standardized test reports and the student's attendance record;
- the student's Section 504 or IEP records, if applicable;
- information regarding serious disciplinary infractions if of continuing relevance to the student; and
- a completed Illinois State Board Student Transfer Form.

Records will be transferred whether or not the student's fees and fines are paid. An official transcript will be transferred within 10 days after the student has paid any fines, fees, or tuition due.

Psychiatric and psychological reports received from other agencies, institutions, and individuals will not be released without written permission from the parent/guardian or student.

(Reference: Board Policy 7-110)

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ATTENDANCE

ATTENDANCE REQUIREMENTS

New Trier High School is committed to forming a partnership with parents/guardians to maintain consistent student attendance. It is through this partnership with parents that students will attain their highest level of academic and personal achievement. Regular school attendance leads to high academic achievement and strengthens students' punctuality, self-discipline, and personal responsibility. Therefore, the district has established a clear attendance system. This system supports students while also holding them accountable for regular attendance for all scheduled class periods, including adviser period.

Students are required by State law to attend each day the school is in session. The Board of Education's attendance policy states that students will attend class on a regular basis and be on time for class. Student attendance in class is not optional; it is a requirement of every class, including adviser period. It is essential that New Trier High School students and families take responsibility for knowing and following the Attendance Plan and Procedures outlined in the Attendance Handbook.

New Trier monitors student attendance and takes steps to address any significant attendance patterns. Efforts will be made through the offer and use of supportive services to improve the attendance rates of students who are not attending school consistently. The school will use a tiered approach when students reach certain thresholds of absence. Many interventions and supportive services are available and include but are not limited to: attendance meetings, health service or social work referral, academic support, Graduating Class Team review, or other specialized supportive programming. Should an inconsistent attendance pattern persist after the offer and/or implementation of supportive services, additional interventions may be utilized including schedule changes, pass/fail grading, and/or the requirement of medical certification for absences. Courses that require significant classroom participation, discussion, group work, and/or laboratory experiences cannot be continued over extended absences.

CLASS ATTENDANCE

The Board of Education requires all students to follow their programs as established by school authorities and to attend classes and study hall as indicated. Students are not to leave campus during any part of the school day except when authorized to do so.

IDENTIFICATION

Any person on the school premises is required to show identification when requested to do so by any school authority. Students must carry New Trier identification cards.

(Reference: Board Policy 7-70)

DEFINITIONS

The Board of Education will recognize the following definitions in administering its truancy policy:

Truant

A student who is subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

Valid cause

A student may be absent from school because of illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student as determined by the Board, or such other circumstances that cause reasonable concern to the parent/guardian for the safety or health of the student.

Chronic or habitual truant

A student who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

Truant minor

A chronic truant to whom supportive services, including prevention, diagnostic, interventional and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.

Dropout

A student whose name has been removed from the District enrollment roster for any reasons other than death, extended illness, expulsion, graduation, or completion of a program of studies and who has not transferred to another public or private school.

When confronted with a student attendance problem, District staff will determine if the student is a truant, chronic or habitual truant, or a truant minor. For class truanancies, progressive disciplinary will be imposed including, but not limited to, grade reduction and loss of credit for the course in which the truanancies occur. Additionally, diagnostic procedures may be used with truant students, including, but not be limited to, counseling services for the student and the student's parent/guardian, a health evaluation by the Health Services Coordinator, use of peer groups, and clinical evaluations by local and/or State agencies.

No punitive action, including out of school suspensions, expulsions, or court action, will be taken against a chronic truant for their truancy unless available supportive services and other school resources have first been provided to the student.

When the supportive services of the District have been offered to the student and if these measures prove ineffective and the behavior persists, the Superintendent will be notified and may call upon the resources of outside agencies such as the Juvenile Officer of the local police department or the Truant Officer of the Intermediate Service Area. The Board, Superintendent, administrators, and teachers will assist and furnish such information as they have to aid truant officers in the performance of their duties.

TRUANCY

Truancy or repeated tardiness is incompatible with the State's compulsory school attendance requirements. Students, parents/guardians and District staff are encouraged to work together to identify and alleviate student attendance problems.

EXCUSED ABSENCE

New Trier recognizes the following as valid reasons for excused absences:

- Illness
- Mental Health (up to 5 times/yr)
- Funeral
- Medical/Dental
- Doctor's note indicating student ill/injured and cannot participate in KW
- Religious Observance
- Court
- Family Emergency
- Death in student's immediate family or of a close friend or relative
- Chronic illness with medical documentation

Absences taken to accommodate family travel and college visits should be limited. They are regarded as contrary to the best interest of students and the

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school. If the family considers an absence of this nature absolutely necessary, the student should make arrangements at least one full week in advance of the intended absence.

- Family Travel
- College Visit

Students with excessive excused absences within a semester may be requested to supply a medical certificate to the Adviser Chair.

UNEXCUSED ABSENCE

New Trier does NOT recognize the following as valid reasons for excused absences:

- Student is on campus and not in scheduled classes
- Sleeping in
- Illness during the school day (and did not visit Health Services)
- Early morning practice/late game or event the night before
- Leaves campus without signing in or out through Attendance Kiosk
- No doctor's note for KW non-participation/absence due to stated illness/injury
- Mental Health Absences beyond 5 allotted by the state; extended mental health absences due to hospitalization, partial hospitalization, or other circumstances should be handled separately with Adviser Chair/ Graduating Class Team
- Unresolved absences (absences not cleared within 48 hours will be coded as unexcused)

When a student misses a class period, multiple periods, or the entire school day without school authorization, it is classified as an unexcused absence. Students will be issued a consequence per unexcused class period. Students will be issued an academic and behavioral consequence per unexcused class period. If a pattern of unexcused absences begins to emerge, the Adviser and Adviser Chair will communicate with the family to determine the supportive measures.

As referenced in the Attendance Handbook, a parent cannot excuse a student from one class to stay at school and study for another class. If a student is in the building, they must attend all scheduled classes. When a student is in the building, any absences from scheduled classes will be considered unexcused.

Class Grade

Any student removed from a class and assigned a 'WF' grade (withdraw failing) for class truanancies will be encouraged to repeat the course. If the course is successfully repeated prior to graduation, the original course and 'WF' grade will be removed from the student's transcript file.

MISSING ASSESSMENTS DUE TO ABSENCE (EXCUSED/ UNEXCUSED)

Excused Absences

If a student is absent from class, it is the student's responsibility to find out what material was missed. Keep in mind, it is difficult to recreate the experience that occurred in the classroom. For missed assignments (e.g. tests, exams, papers, or cumulative experiences), the teacher will enter a "50%" into the gradebook as a placeholder until the assignment is made up. Therefore, a student should initiate contact with the teacher within one (1) school day of the absence and arrange a makeup date for completion as soon as possible, but no later than five (5) school days after the absence. If that deadline is not met, the student must still complete the required assessment and will incur a grade reduction. This deduction should not reduce the grade on the assessment to lower than a 50%. In addition, a student may be required to complete an unresolved assessment during the class period. Students who do not complete all missed, required assessments during the semester will not earn credit for the course.

Unexcused Absences

When students are deemed unexcused from a class and miss an assessment (e.g. tests, exams, papers, or cumulative experiences) they are expected to take the assessment upon their return to class (as determined by the teacher), but no longer than five (5) school days following the absence. The student will incur a disciplinary consequence as determined by the Adviser Chair and the teacher will reduce the student's grade on the assessment by 10%. The classroom teacher will contact the parent/guardian to inform them of the content missed and the grade consequence. This reduction will not reduce the grade on the assessment to lower than a 50%. Students who do not complete all missed, required assessments during the semester will not earn credit for the course.

EXEMPTION FROM KINETIC WELLNESS CLASSES

Students in grades 11 and 12 may request exemption from Kinetic Wellness for the following reasons:

1. The student is determined to be participating in varsity interscholastic athletics as certified by the appropriate District personnel (exemption time for length of season only).
2. The student provides written evidence from an institution of higher education that a specific course not included in existing State or local school minimum graduation standards is required for admission. District staff must verify that the student's present and proposed schedule will not permit completion of the needed course during the regular school day.
3. The student lacks sufficient course credit or one or more courses required by State statute or local school Board of Education policies for graduation. Students who have failed required courses, transferred into the District with deficient credits or who lack credits due to other causes will be eligible to apply for this exemption.

Each request for exemption from Kinetic Wellness instruction is to be verified and eligibility determined on a case-by-case basis by District staff. Every student excused from Kinetic Wellness course requirements must maintain a schedule that meets minimum school day requirements.

Approvals of exemptions will be for one semester only, but may be renewed for additional semesters if circumstances warrant.

(Reference: Board Policy 7-260)

ABSENCE REPORTING PROCEDURE

- On the day of the absence, parents/guardians must submit an absence form through the PowerSchool Parent Portal by 8:00 a.m. at the Northfield Campus or by 8:30 a.m. at the Winnetka Campus. This form should include the specific reason for your absence. If the absence is only a partial day, the expected time of your arrival at and/or departure from school should be specified.
- If a student is coming late to school for a health reason, parents/guardians must complete an absence form through the PowerSchool Parent Portal. Do not sign in through the Health Services Office, but instead go directly to the Attendance Office and then on to class. Absence because of illness of any duration will be accorded every consideration and as much personal help from teachers as their other obligations will permit them to offer.
- Any absence not cleared within 48 hours will be considered unexcused. An absence for a reason other than valid cause may be deemed unexcused.

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What to Do if You Are Tardy to Adviser Period

Adviser Room is a part of the student schedule, therefore regular attendance is expected each day. Students are expected to be in their adviser room by 8:00 a.m. at Northfield and 8:20 a.m. at Winnetka. If you arrive at the Winnetka Campus after 8:20 a.m., you must enter through the south entrance on Winnetka Avenue, the east entrance on Essex Road, or the north entrance on Trevian Way. You must scan your school ID at the security kiosk and then proceed directly to your adviser room.

Tardy arrival to adviser room will be addressed as follows:

1-2 tardies/quarter - warning issued

3-8 tardies/quarter - 30 minute morning detention assigned for each tardy

8 tardies - referral to the Adviser Chair for increased time consequences

What to Do if You Are Tardy after Adviser Period Has Ended

If you arrive at school after your adviser period, you must sign in at the Attendance Office and then go directly to class. Parents/Guardians must submit an absence form through the PowerSchool Parent Portal before 8:20 a.m. (Northfield) or 8:30 a.m. (Winnetka) for the student to obtain an entry slip. Students who are UNEXCUSED from adviser room will be assigned a 1 hour after-school detention.

Signing Out of School

If you must leave school before the end of the school day for a reason other than illness, your parent must submit an absence form through the PowerSchool Parent Portal stating the time you must leave and the reason. You may not leave school during the school day without signing out. At the Northfield Campus, students should sign out at the Attendance Kiosk: B Building, 2nd floor Attendance Office. At the Winnetka Campus, students should sign out at the 2nd Floor Attendance Office or N-16 Trevian Way Main Entrance. For your protection, you will receive a time and date stamped permit for use off school grounds if you are stopped by school personnel or the police. When leaving the building, you may only leave through authorized entrances/exits. If you are ill, please go to the Health Services Office. You will receive further instructions there.

Special Absences

Planned absences from school (e.g. to accommodate a family vacation, to visit colleges, to attend non-school-related extracurricular events/ competitions, etc.) are regarded as contrary to the best interest of students and the school. In such cases, parents and students must assume responsibility, and students must make up missed work as outlined below.

Students who will miss school for planned absences will make arrangements a week prior to departing. Parents must submit an absence form through the PowerSchool Parent Portal. Before leaving, students should make appointments with their teachers to obtain assignments and to schedule make-up activities in accordance with each teacher's expectations. The time and place of any make-up work completion will be solely at the initiative of the student and at the convenience of the teacher, and teachers will furnish assignments in as broad or specific terms as warranted. Absences that are not arranged according to these directions may be marked **Leave Not Prearranged**, and students may not be entitled to earn full credit for missed work.

The Adviser Chair and/or a campus administrator will review any non-medical absence when more than 5 consecutive days of school will be missed.

Repeated instances where planned absences are not arranged according to the procedures above may be deemed **Unexcused** absences by the Adviser Chair. Parents who believe that special circumstances exist for an absence not properly prearranged may contact the Graduating Class Team Assistant Principal to explain the emergency.

ABSENCE FOR RELIGIOUS OBSERVANCE OR INSTRUCTION Religious Observance

A student will be released from school, as an excused absence, for a day or portion of a day for the purpose of observance of a religious holiday.

Religious Instruction

A student will be released from school, as an excused absence, for a day or portion of a day for the purpose of religious instruction. An absence form must be submitted through the PowerSchool Parent Portal, requesting the student's absence at least one day prior to the day the student is to be absent.

(Reference: Board Policy 7-80)

Release During School Hours

Teachers may not release students from school at other than the regular dismissal times without prior approval of the Principal or designee. No student will be released from school to any person other than the custodial parent/guardian without the written or oral permission of the custodial parent/guardian.

(Reference: Board Policy 7-90)

Student Rights and Responsibilities

EQUAL EDUCATIONAL OPPORTUNITIES

New Trier School District is committed to a policy of nondiscrimination and equal opportunity in its education programs and activities and employment. The District complies with all laws and applicable regulations that prohibit discrimination, harassment, and retaliation by and in the District, including the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d et seq.
5. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.
6. The Age Discrimination in Employment Act of 1967
7. The State Officials and Employees Ethics Act
8. The Illinois Human Rights Act
9. Sections 10-22.5, 27-1, and 20.60 of the School Code and 23 Illinois Administrative Code Part 200
10. Victims' Economic Security and Safety Act, 820 ILCS 108/
11. Illinois Equal Pay Act of 2003, 820 ILCS 112/
12. Illinois Genetic Information Privacy Act (GINA), 410 ILCS 513/ and Title II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. § 2000ff et seq.

For students, this includes the requirement that no person, including a District employee, agent, student, or other member of the District community, will harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic identified in Board policy 7:10, Equal Educational Opportunities. Students are also protected by Board policy from bullying, intimidation, and harassment under Board policy 7:180, hazing and aggressive behaviors under Board policies 5:90 and 7:190, and teen dating violence under Board policy 7:185.

Any person who believes any student, employee, or third party or the District generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a building principal or assistant principal, or the District's Nondiscrimination and Title IX Coordinator using the contact information below:

Renee Zoladz
Director of Human Resources
Title IX Coordinator
Complaint Manager
7 Happ Road
Northfield, IL 60093
zoladzr@nthns.net
(847) 784 - 2211

No student, parent/guardian, employee, or other member of the District community will be subjected to retaliation as prohibited under any law or Board policy, including those laws identified above. Retaliation is an adverse act

imposed because a person has asserted a right or participated in a process involving the assertion of a right, including reporting a violation of law or Board policy or participating in the grievance processes used to process complaints based on alleged violations of law or Board policy.

More information on the Board policies prohibiting discrimination, harassment, and retaliation can be found in Board policy, including, for example, Board policies 5-10 (Equal Employment Opportunity and Minority Recruitment), 5-20 (Workplace Harassment Prohibited), 7-10 (Equal Educational Opportunities), 7-20 (Harassment of Students Prohibited); 7-180 (Prevention of and Response to Bullying, Intimidation, and Harassment) More information about how to report discrimination, harassment, or retaliation can be found in Board policies 2-260 (Uniform Grievance Procedure) and 2-265 (Title IX Sexual Harassment Grievance Procedure). The Board's policy handbook is available on the District's website at https://www.boardpolicyonline.com/?b=new_trier_203.

The District will use the grievance procedures in Board of Education Policies 2-260 (Uniform Grievance Procedure) and 2-265 (Title IX Sexual Harassment Grievance Procedure) to process complaints based on alleged violations of law or Board policy. Other complaints may be processed using building level rules and procedures.

(Reference: Board Policy 2-260, 2-265, 5-10, 5-20, 5-90, 7-10, 7-20, 7-180, 7-190, 7-185; https://www.newtrier.k12.il.us/student_services/title_ix/title_ix_information/)

STUDENT EXPRESSION

All students are entitled to enjoy the rights protected by the Federal and State constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Freedom of expression will include the right to present a point of view, the right to dissent, and the right to silence and privacy.

STUDENT BOARD COMMENT

The Board of Education welcomes the views of students on matters related to curriculum, class schedules, extra class activities, and all other matters pertaining to the school community. The Board encourages such comments be made in writing and addressed to the Superintendent and the Board. Students and other members of the community also may comment to the Board in person at open meetings under Board policy 2-230.

(Reference: Board Policy 2-230)

Student Rights and Responsibilities

STUDENT MEDIA ORGANIZATIONS

The Board is committed to freedom of expression for student forums. The school newspapers, yearbook, radio station and other publications outlined in the After the Academics booklet are encouraged to operate in a positive climate in which the students demonstrate a high level of responsibility and enjoy the trust and respect of their community. The instruction and training, which students receive under the guidance of professional sponsors, are expected to ensure that issues of student interest, including topics about which there may be controversy or dissent, be handled with regard for sensitivity and professional ethics. Furthermore, the additional education that student writers, editors, and broadcasters gain through the experience of making decisions about the content of student publications and broadcasts is expected to allow students to practice their training commensurate with accepted professional standards.

For more information about student expression protections in publications, see Board policy 7-315.

(Reference: Board Policy 7-315)

BULLETIN BOARDS

At least one bulletin board will be provided in the school for use by approved student organizations, informal student groups, and individual students (other bulletin boards may be designated for official school announcements only). Bulletin boards designated for students may be used for school activities or matters of general interest to students.

All posted materials must conform to the general limitations stated in this policy and to the following requirements:

1. All student-posted notices or communications will be subject to reasonable size limitations, will be dated, and must be removed after the posting expiration date to assure full access to bulletin boards for all students.
2. All materials are to be stamped with the inclusive dates of posting. The dating stamp is available from the Student Activities Coordinator.

Students are prohibited from posting materials that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, infringes on a copyright, or is bullying or harassing in nature;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by Board of Education policy and Student Guidebook;
4. Is reasonably viewed as promoting illegal drug use; or
5. Violates or incites other students to violate any Board policies.

The administrator or designee who removes any student material from bulletin boards because of a violation of these general limitations will discuss the removal with the student or student sponsor for any student group that posted the material.

Distribution of Written Materials, Circulation of Petitions, and Signs & Signals

Students may distribute noncommercial handbills, leaflets, and other written materials; collect signatures or petitions concerning either school or non-school matters or issues, and carry or wear placards, buttons, badges, or armbands on campus in compliance with the requirements of Board policy 7-315. Such conduct must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the conduct is endorsed by the School District. Students are prohibited from such conduct if it:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, infringes on a copyright, or is bullying or harassing in nature;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by Board of Education policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Violates or incites other students to violate any Board policies.

“On-campus” includes school property and at school-related activities as well as other times and locations when the school would reasonably be expected to regulate student conduct and there is a material nexus or connection to the school.

A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

For purposes of distribution, students must seek approval from the Student Activities Coordinator at least 2 weeks in advance of the proposed activity to determine time, place, and manner of conducting the activity.

The school administration may designate certain times for the conduct of activities under this provision, such as before school begins, after dismissal, or during lunch periods, to prevent interference with school programming.

The school administration may designate certain places for the conduct of such activities to assure the normal flow of traffic within the school or on the school premises.

The school administration may determine the manner of conducting such activities to prevent undue levels of noise, or to prevent the use of coercion or unreasonable interference with any individual or group of individuals.

GUEST SPEAKERS

Subject to the Board's review, the Superintendent or designee has the authority to grant permission to students and faculty to invite guest speakers for programs with educational or community service purposes. Where controversial subjects are dealt with, students should be given an opportunity to hear and discuss various positions. The Superintendent or designee may refuse to permit the use of school property to persons or organizations whose presence may be reasonably expected to result in violence or disruption or who are known to engage in efforts to incite others to violence, disruption, or other breach of law.

Student Rights and Responsibilities

GENERAL LIMITATIONS

To ensure that the rights of all students are protected, the following will not be permitted:

1. Actions or activities that disrupt or obstruct the operation of the school, provoke disorder, or invade the rights of others.
2. The public use of obscenities, falsehoods, innuendoes, or other expressions either harmful to the normal development of the younger and less mature students, or offensive to the reasonable sensibilities of students, faculty, or other school personnel.
3. The advertising of commercial products or services or the distribution of materials for payment of any kind, whether as a prize or voluntary contribution, except as established for charitable purposes by school-sponsored and school-contained organizations.
4. Written or visual material involving the use of school equipment and property except with the prior approval of the faculty sponsor concerned or the Principal. All copies of any written materials, posted or circulated, will indicate the sponsoring school organization or student group or individual students.
5. Door-to-door solicitation of funds, goods, or services by students in the name of New Trier, a club/group associated with New Trier, or a charitable organization will not be permitted.

PROCEDURES FOR STUDENT EXPRESSION

The inclusion of a controversial or sensitive item in a student publication or broadcast should be discussed among students and sponsor(s) in school media organizations (i.e., newspapers, yearbook, publications, and radio station). The administration encourages the students and sponsor(s) in each of these organizations to resolve issues among themselves. However, if a disagreement about the content of a publication or broadcast cannot be resolved at the sponsor-student level, the student(s) and/or sponsor(s) may seek resolution concerning the controversial or sensitive item(s) with the Student Activities Coordinator who may involve school administration if necessary.

If the question of including the item in the publication or broadcast is not resolved at the level of the Student Activities Coordinator, a standing advisory committee – the Committee on Student Media-Administration Relations – can be convened by the student-media representatives and/or the sponsor(s), and/or the Assistant Principal. The purpose of this committee is to debate the appropriateness of including the item in the particular student media forum. The conclusion reached by the committee will be advisory to, but not binding upon, the Principal if the student(s) and/or sponsor(s) present an appeal to the Principal.

The members of this committee will include:

- the Associate Principal for Student Services (chair and non-voting member), Winnetka Campus;
- student-media representatives – one each from the New Trier News, Trevia, and WNTH – appointed by the student leader(s) of that organization;
- faculty sponsors – one each from the New Trier News, Trevia, and WNTH;
- two faculty members at-large appointed by the New Trier Education Association (NTEA) president; and
- two students appointed by Student Alliance president.

The Principal will not serve as a permanent member of the Committee on Student Media-Administration Relations. By a majority vote of the committee members, the Principal can be invited to attend all, part, or none of the committee's deliberations. By a majority vote, the committee may enlist the counsel of additional resource individuals to help determine guidelines that would

apply to the resolution of the specific issue in question and/or general issues of student expression. These individuals could include, but are not limited to, the Superintendent, the District's legal counsel, community member(s), students, and faculty.

The sponsor(s) and/or student representative(s) may appeal to the Superintendent the Principal's decision concerning the inclusion of the item in a student publication or broadcast. The Superintendent's decision may be appealed to the Board of Education. All decisions will comply with Illinois law and Board policy 7:315. Illinois law provides that student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. Student journalists are responsible for determining the news, opinion, feature, and advertising content of the publication or broadcast. However, professional standards of journalism and English must be adhered to and content will be excluded that is libelous, slanderous, or obscene; constitutes an unwarranted invasion of privacy; violates federal or State law; or incites students to commit unlawful acts, violate school policies, or to materially and substantially disrupt the orderly operation of the school.

DAILY BULLETIN AND PUBLIC ADDRESS SYSTEMS

The daily bulletin and public address systems are not traditional, open, or designated public forums. They are limited forums that have been opened only for the following classes of speech

1. School organizations may place notices in the daily bulletin or make announcements on the public address system during adviser periods on Mondays and Fridays only. For the daily bulletin, the copy must be submitted with proper spelling and punctuation. The sponsor of the activity must submit the notice electronically. For the public address system, permission to make such announcements must be obtained through the office of the Student Activities Coordinator no less than one school day before that Monday or Friday.
2. On occasion, outside organizations may be permitted to use the school bulletin. Such use will be limited to recognized youth-serving organizations to publicize events of general interest and service to our students. Permission should be requested from the Student Activities Coordinator and will not be denied based on the viewpoint of the organization or message.

MEDIA/PUBLICATION NON-CONSENT

New Trier Township High School District 203 often wishes to celebrate the activities and accomplishments of its students by sharing information with the community. The District may videotape, audiotape, or photograph student activities and student work for use on the District website, in District-sponsored publications, on the District cable channel, on District social media sites, and in other outlets. The school also issues media releases and distributes photos to local media outlets and may occasionally allow the news media to interview, photograph, record, or videotape students under the supervision of District personnel.

If a parent/guardian DOES NOT WISH to have images, video, or audio of their child published, they must notify the Technology Department, including the student's name and ID number, at the following address:

**Technology Department
New Trier Township High School
385 Winnetka Ave.
Winnetka, IL 60093**

Student Rights and Responsibilities

ACADEMIC INTEGRITY

POLICY

New Trier Township High School District 203 is committed to providing an atmosphere in which the values of truth, integrity, personal accountability, and respect for the rights of others are modeled. To this end, the Board of Education prohibits academic dishonesty. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work that is not their own. More particularized definitions of academic dishonesty and various disciplinary consequences will be set forth in the New Trier High School "Academic Integrity Procedures" as established by the administration from time to time and ratified by the Board of Education. All students will be subject to those procedures.

The Guidebook is one way that students, appropriate staff members, and parents/guardians of New Trier students are notified of the District's policy and procedures on academic integrity.

(Reference: Board Policy 7-190)

The New Trier High School professional staff believes strongly in the partnership between school and home. To this end, the staff will model the values of truth, integrity, personal accountability, and respect for the rights of others. To help students achieve their maximum academic potential, the staff will promote an environment that fosters integrity and honorable conduct. Administrators, faculty, students, and parents share the responsibility for maintaining an atmosphere in which personal accountability is valued. The constant theme must be that honest evaluation of student progress demands honest work by each learner. To achieve the goal of academic integrity, expectations must be clearly articulated.

The purpose of all academic integrity procedures is to cultivate an academically honest environment. Administrators will be fair and consistent when dealing with academic dishonesty. Students accused of academic dishonesty will be entitled to due process with the appropriate Adviser Chair. Parents will be notified of the charge and the outcome.

During the first week of classes, teachers will clearly define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. Teachers will inform students of procedures and practices relating to examinations, homework, and class work. Teachers will advocate the importance of honesty by employing teaching and testing strategies that reduce the opportunities for dishonest behavior.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work that is not their own. Students must conduct themselves according to the highest standards of personal integrity. Students will follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate New Trier standards. Students will not use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have a question about this procedure or any procedure, they should ask their teachers and/or advisers.

Study or homework collaboration is not considered academic dishonesty. However, students may not submit identical work. Teachers will guide students in understanding when collaborative efforts are appropriate.

Examples of academic dishonesty may include, but are not limited to, the following:

1. Communicating with another student during an assessment;
2. Copying material during an examination or quiz;
3. Allowing a student to copy from one's assessment;
4. Using unauthorized notes during an assessment;
5. Submitting falsified information for grading purposes;
6. Obtaining a copy of and/or information about an assessment without the knowledge and consent of the teacher;
7. Submitting a paper or project that is not the student's work;
8. Copying another person's assignments or allowing another student to copy one's assignment;
9. Submission of work that is identical to that of another student;
10. Removing examinations or parts of examinations without the knowledge and consent of the teacher;
11. Impersonating a student to assist the student academically; or, having another person impersonate the student to assist academically;
12. Stealing or accepting stolen copies of tests or answer keys;
13. Changing answers and seeking credit on an assignment or examination after the work has been graded and returned;
14. Altering a teacher's grade book;
15. Falsifying information for applications (e.g., college scholarships);
16. Using computers, mobile devices, or programmable calculators in violation of guidelines established by the teacher;
17. Using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher;
18. Unlawfully copying computer software or data created by others;
19. Misusing school computer systems that are used for student, staff, or administrative purposes; and
20. Any other violation intended to obtain credit for work that is not one's own.

Plagiarism is the act of taking and using as one's own work another's published or unpublished thoughts, ideas, and/or writings. This definition includes computer programs, drawings, artwork, and all other types of work that are not one's own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording without documentation) and indirect (paraphrasing of a passage without documentation). Material taken from another source without adequate documentation may include, but not be limited to, the following:

1. Failing to cite with quotation marks the written words or symbols of another author;
2. Failing to footnote the author and sources of materials used in a composition;
3. Failing to cite research materials in a bibliography;
4. Failing to name a person quoted in an oral report;
5. Failing to cite an author whose works are paraphrased or summarized;
6. Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, or other projects; or
7. Copying or paraphrasing ideas from literary criticism or study aids without documentation.

PROCEDURES

The following procedures for academic integrity violations and/or plagiarism are to be implemented by all teachers.

1. The teacher will communicate to the student that there is a concern about a possible academic integrity violation and then report any incident of academic integrity to the student's Adviser Chair and the appropriate department leader. The department leader will confer with the Adviser Chair.

Student Rights and Responsibilities

2. The Adviser Chair will conduct an investigation of the incident in accordance with due process guidelines and determine if a violation has occurred. The Adviser Chair will inform the teacher, department chair, student, the student's adviser, the student's case manager (if applicable), and the student's parent or guardian if a violation has occurred and the consequences for this violation.
3. The teacher will implement the consequences as determined by the Adviser Chair. This consequence may include no credit for the academic work or examination involved or the equivalent of a zero grade on an activity that is not an assignment, examination, or a quiz.
4. Students who wish to appeal a decision regarding an academic integrity violation should contact the appropriate Assistant Principal or Associate Principal for Academic and Administrative Services.

Students who have engaged in academic dishonesty and/or plagiarism will be referred for additional discipline in conformance with the District's student discipline policy. The following general procedures will be applied.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

Consequences for violations of academic integrity may include, but not be limited to, Restorative Practices, meeting with the parent(s)/guardian(s), detentions, Saturday School, and/or All Day Detention. Academic integrity violations may also result in extracurricular code consequences.

ADDITIONAL OR MORE SERIOUS OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

1. Theft, sales, or distribution of any materials including, but not limited to, examinations and/or quizzes;
2. Breaking into and/or examining a teacher's personal possessions (e.g., bag, desk, computer, files, cabinet, etc.) to obtain or view evaluation instruments;
3. Unauthorized possession of an evaluation instrument;
4. Changing and/or falsifying a grade in a teacher's grade book, on the computer, or through other school devices used to record, maintain, or report student grades; or
5. Unauthorized removal of an examination from the Test Center.

Additional or more serious incidents of academic dishonesty or plagiarism may result in the following consequences:

- Suspension for up to ten days with possible recommendation for expulsion;
- Notification to the student's post-high school counselor and any faculty members writing a college/university letter of recommendation;
- No public recognition of the student at any senior honors function;
- No distinguished scholar recognition (if applicable);
- No scholarship money granted to the student by the New Trier Scholarship Committee;
- A withdrawn failing grade from the class in which the offense occurred and placement in a restricted study hall after withdrawal from the course;
- A consequence as detailed in the Extracurricular Code.

A student who is found guilty of an Additional or More Serious Offense, as noted above, may receive an "X" grade for the course as reported on the permanent record. The "X" designation will denote no course credit and will be the equivalent of a failing grade ("F") for purposes of calculating the student's cumulative grade point average.

STUDENT APPEARANCE

The appearance of students at New Trier High School should reflect the atmosphere of a learning environment. A student's appearance, including dress and hygiene, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent or designee and included in the Guidebook.

To ensure that the rights of all students are protected, the following will not be permitted:

1. Modes of dress or appearance which are clearly disruptive and disturbing to the progress of the educational program;
2. Dress which displays messages or images that are clearly disrupting or disturbing to the progress of the educational program, including but not limited to:
 - a. Modes of dress which display drug or alcohol related language and/or advertising;
 - b. Modes of dress which display gang symbols or paraphernalia;
 - c. Modes of dress which display sexually explicit or suggestive images; and
 - d. Modes of dress which display obscenities, falsehoods, innuendoes, or other expressions either harmful to the normal development of the younger and less mature students, or offensive to the reasonable sensibilities of students, faculty, or other school personnel.

The Principal is the final authority for judging the appropriateness of a student's appearance.

(Reference: Board Policy 7-160)

BUS CONDUCT

Gross disobedience or misconduct providing grounds for suspension from riding the school bus and/or mini-bus include:

1. Prohibited student conduct as defined in Policy 7-190 (Student Behavior);
2. Willful or repeated negligent injury or threat of injury to a bus driver or to another rider;
3. Willful and/or repeated defacement of the bus;
4. Repeated use of profanity;
5. Repeated willful disobedience of the bus driver's directives; and
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

The District's regular suspension procedures will be used to suspend a student's privilege to ride a school bus.

(Reference: Board Policy 7-220)

Student Rights and Responsibilities

VIDEO SURVEILLANCE ON DISTRICT PROPERTY

The Board of Education authorizes the use of overt video surveillance cameras and monitors on District property to promote the health, safety, and welfare of all students, staff, and visitors; and to safeguard District facilities and equipment.

For purposes of this policy, "District property" is defined as school buildings, parking lots and grounds, and school-owned vehicles. Video cameras will be used in areas of the schools where there is no reasonable expectation of privacy, which may include hallways, cafeterias, gymnasiums, parking lots, exits and entrances, and buses. Video cameras will not be used for general surveillance purposes in washrooms, gymnasium or swimming pool locker rooms, changing areas, or showers.

The content of video recordings may become a part of a student's educational record and may be produced as evidence in student administrative discipline conferences and hearings or other proceedings, subject to District policy and procedure concerning student records.

DRIVING AND PARKING

POLICY

The privilege of student driving and parking in the high school parking lot is limited to students with parking passes. The Principal or his/her designee will establish the rules and procedures governing the issuance of parking passes to students.

(Reference: Board Policy 7-135)

Procedures

Students and parents may park only in the designated areas. Student loitering in parked cars is not permitted. Students may not drive cars during the school day, including lunch periods, unless either the Adviser Chair or the Assistant Principal for Student Services has granted special permission or if the student has signed out of school for the day. Driving or riding in a student-driven vehicle during the school day without permission will be cause for disciplinary consequences.

The parking of automobiles driven to school by students is under administrative supervision. Only seniors are permitted to drive and to use the student parking areas. Seniors only will be eligible to obtain a campus parking permit if they live outside the designated boundary (approximately 1.5 miles from campus).

Freshmen, sophomores, and juniors (except those participating in authorized carpools with seniors) are not permitted to drive to the Winnetka Campus. Seniors with parking permits must display valid permits and may park only in the following authorized areas: 1) New Trier Indian Hill lot (not Chicago and Northwestern Railway lot, which is private property); or 2) Elder Lane lot.

Misuse of a parking permit (e.g., using lost or stolen permit, forgery, resale, transfer) will result in disciplinary action.

To provide as much parking space as possible, each student is expected to park within the spaces marked in the lots.

Students who park their cars in prohibited areas or violate any recognized safety regulations in driving and parking are subject to disciplinary action.

Speeding and reckless driving must be avoided and failure to comply can lead to disciplinary action.

GIFTS TO FACULTY MEMBERS

The practice of students or groups of students giving gifts to advisers, teachers, and coaches is not encouraged. Accordingly, there will be no solicitation or collection of money during adviser period or during the school day, and no presentation of gifts will be made at school during the school day. No student or parent should feel pressured to contribute. All gifts to District employees and Board of education members must comply with Board policy 2-105's limitations on gifts.

CONDUCT ON SCHOOL PROPERTY

New Trier Township High School District 203 requires all school visitors during the school day to sign in at one of the designated entry doors, follow the requirements of security personnel, and receive an official visitor's pass before proceeding into the building. All visitors must present identification and register through the electronic visitor management system and must wear a visitor's badge at all times. When leaving the school, visitors must return their badge. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution and no trespass directives. The District may deny entry to the campus to any individual.

Any person wishing to confer with a staff member must contact that staff member by telephone or email to make an appointment. Visitors are not allowed to shadow students or visit classrooms except in extraordinary circumstances; on those occasions, prior approval of the principal at least 48 hours in advance is required.

District 203 expects mutual respect, civility, and orderly conduct among all people on school property or at a school event during or outside of school hours. In addition to prohibitions stated in other District policies, no person on school property will:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person;
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language;
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
4. Damage or threaten to damage or deface another's property or school district property;
5. Violate any Illinois law, or town or county ordinance;
6. Smoke or otherwise use tobacco, e-cigarettes, cigars, smokeless tobacco products, vaporizer, or any other electronic nicotine delivery system or any device capable of delivering nicotine;
7. Distribute, consume, use, possess, or be under the influence of an alcoholic beverage or illegal drug;
8. Be present when the person's alcohol or illegal drug consumption is detectable, regardless of when and/or where the use occurred;
9. Use or possess medical cannabis;
10. Impede, delay, disrupt, or otherwise interfere with the orderly conduct of the District's educational program or any other school activity or function on school property;
11. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board;
12. Operate a motor vehicle in a risky manner, in excess of speed limits, or in violation of a District employee's directive;
13. Willfully violate other District policies or regulations;
14. Refuse to comply with a directive from an authorized security officer or

Student Rights and Responsibilities

District employee; and

15. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a school function.

CONVICTED CHILD SEX OFFENDER

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

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

In all cases, the Superintendent, or designee who is a certified employee, will supervise a child sex offender whenever the offender is in a child's vicinity.

ENFORCEMENT

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee will seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by the policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

PROCEDURES TO DENY FUTURE ADMISSION TO SCHOOL EVENTS OR MEETINGS

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

(Reference: Board Policy 8-30)

Erin's Law

"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 Advisers, Adviser Chairs, Administration, or the School Resource Officer.

Additional links are provided below:

1. Resources:

- a. [National Sexual Assault Hotline Confidential 24/7 Support](#)
- b. [Warning Signs of Sexual Abuse in Teens](#)
- c. [Warning Signs of Possible Sexual Abuse](#)
- d. [Grooming: Know the warning signs](#)
- e. [Preventing Child Sexual Abuse](#)
- f. [National Domestic Violence Hotline](#)

2. Reporting Sexual Abuse

- a. [Reporting to Law Enforcement](#)
- b. [Reporting Child Sexual Abuse](#)
- c. [Reporting to the Illinois Department of Children and Family Services](#)

Student Discipline

STUDENT DISCIPLINE POLICY

Our philosophy around equitable discipline at New Trier endeavors to be restorative in nature. School officials will consider the safety and dignity of all students involved in the incident at hand and what may have precipitated the incident. The purpose of student discipline is to provide opportunities for students to engage in authentic dialogue around infractions that have occurred in order to help build community along with restorative practices* that allow for collaborative problem solving, reflection, and ultimately lead to student growth in an inclusive and safe school environment.

Examples of *restorative practices may include but are not limited to: one-to-one conversations, guided conversation between students/staff, reflective exercises, social work consultation, educational experiences related to the violation/infraction, peer mediation, etc.

WHEN AND WHERE CONDUCT RULES APPLY

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

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

PROHIBITED STUDENT CONDUCT

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes. Also prohibited are any devices that simulate tobacco or nicotine use (e.g., an electronic cigarette, vaporizer, or any other electronic nicotine delivery system or any device capable of delivering nicotine).
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is pro-

hibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.

- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession. Any drug prescribed by a physician or licensed practitioner must be held in Health Services and administered under the supervision of a school health professional.
4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, engage in academic dishonesty, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. Examples of academic dishonesty include communicating with another student during an examination or quiz, allowing a student to copy from

Student Discipline

one's examination or quiz, submitting a paper or project that is not one's work, copying another person's assignments, and engaging in acts of plagiarism.

9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signalling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eaves dropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

No disciplinary action will be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

DISCIPLINARY MEASURES

School officials will limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, will consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel will not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. All day detention. The Building Principal or designee will ensure that the student is properly supervised.
7. Morning detention, after school detention, or Saturday school provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by a staff member.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Suspension of bus riding privileges in accordance with Board Policy 7:220 *Bus Conduct*.
10. Out-of-school suspension from school and all school activities in accordance with Board Policy 7:200, *Suspension Procedures*. A student who has been suspended will also be restricted from being on school grounds and at school activities.
11. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board Policy 7:210, *Expulsion Procedures*. A student who has been expelled will also be restricted from being on school grounds and at school activities.
12. Transfer to an alternative program if the student is expelled or if the parent/guardian agrees to such transfer. The transfer will be in the manner provided in Article 13A or 13B of the School Code.
13. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.
14. Restricted Day

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

Student Discipline

CORPORAL PUNISHMENT

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

WEAPONS

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

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

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

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

RE-ENGAGEMENT OF RETURNING STUDENTS

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

REQUIRED NOTICES

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

PSYCHOTROPIC OR PSYCHOSTIMULANT MEDICATION

No student may be disciplined because of the refusal of their parents or guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

At least once every two years, appropriate certified school personnel will receive in-service training on the current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of nonaversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

This policy does not prohibit school medical staff, an individualized educational program team, or a professional worker as defined by Section 5/14-1.10 of the School Code, 105 ILCS 5/14.10, from recommending that a student be evaluated by an appropriate medical practitioner or prohibit school personnel from consulting with the practitioner with the consent of the student's parent or guardian.

(Reference: Board Policy 7-200)

DELEGATION OF AUTHORITY

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

The Superintendent, Principal, or Assistant Principal is authorized to impose the same disciplinary measures as teachers and may suspend students found to have engaged in gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed.

The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

STUDENT DISCIPLINE ADVISORY COMMITTEE

The Board will establish and maintain a parent-teacher advisory committee to assist in the development of student discipline policy and procedures.

The Student Discipline Advisory Committee will be representative of the entire school community. The Student Discipline Advisory Committee will be comprised of parents and teachers, and may also include students and community representatives. Members will be individuals who have shown an interest in District educational issues and who are willing to commit time to committee work.

The Committee may call upon the Administrative staff of the District to provide the Committee with such information as the Committee deems necessary to carry out its function.

The Committee will review such issues as student discipline, disruptive classroom behavior, and the dissemination of information regarding standards for student conduct.

The Committee, in cooperation with local law enforcement agencies, will develop with the Board policy guideline procedures to establish and maintain a reciprocal reporting system between the District and local law enforcement agencies regarding criminal offenses committed by students.

Student Discipline

The Committee will make an annual written report to the Board of its findings and recommendations by April each year. The Board will consider the recommendations of the Committee when reviewing student discipline policy.

STUDENT GUIDEBOOK

The Student Guidebook, including the District disciplinary policies and rules, will be distributed to the student's parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

STUDENT GRIEVANCES

The Board encourages students and parents to address grievances using building level rules and procedures, such as by first addressing concerns directly with the subject of the concern and, subsequently, to an Adviser and/or building-level administrator. Any student who wishes to file a grievance based on alleged violations of law or Board policy may use the grievance procedures in Board of Education Policies 2-260 (Uniform Grievance Procedure) and 2-265 (Title IX Sexual Harassment Grievance Procedure).

(Reference: Board Policy 2-260, 2-265)

EXPECTATIONS FOR STUDENT BEHAVIOR

In addition to the Prohibited Student Conduct discussed above under the Student Discipline Policy, the District has the following expectations for student behavior.

USE OF CELLULAR PHONES AND OTHER WIRELESS COMMUNICATION DEVICES

New Trier's cellular phone policy is part of its Technology Acceptable Use Regulations, found on page 40.

CLASSROOM BEHAVIOR

Students are expected to conduct themselves in the classroom in a way that is conducive to the learning of all students in the group. Teachers will establish a structure of conduct at the start of the year that they feel will create such a learning atmosphere (how to ask questions, address the group, offer opinions, study quietly, etc.). School procedures concerning proper dress, freedom of expression, use of inappropriate language, use of small musical devices with headphones/earbuds, etc., also apply within the classroom. Students who fail to exercise proper classroom conduct will be referred to the appropriate Adviser Chair.

CLOSED CAMPUS

The Northfield Campus is closed for freshmen and the Winnetka Campus is closed for sophomores and juniors. Seniors are allowed to leave campus on foot during their assigned lunch period once a parent or guardian has filed the annual off-campus permission form and the student has their ID hole punched in Room 200.

GAMBLING

State law prohibits games played for money. No gambling is permitted on school premises.

IDENTIFICATION

Any person on the school premises is required to show identification when requested to do so by any school authority. Students must carry New Trier identification cards.

LANGUAGE

Freedom of expression is to be respected by all within the school community. Obscene, offensive, degrading, or insulting expressions are not allowed, including the use of expressions or statements that are offensive to the sensibilities of any racial, religious, or ethnic group, or any reasonable members thereof, or are based on sexual orientation, gender, gender identity, or disability. Students who fail to exercise care over their choice of language or who degrade the dignity of others through their use of language will be disciplined.

LITTERING

Students are to keep the school building and the campus grounds free from litter.

LOCKERS

The Board of Education has provided school lockers for the purpose of giving students a convenient place to store clothing, books, and other articles necessary for the student's use during the school day. The student has no property interest in any locker or expectation of privacy. Such lockers are subject to inspection by the administration to protect the health and welfare of the student body. Students should use only their assigned lockers and are responsible for all contents. Inspections will be conducted only in the case of emergency or where there is reason to suspect the presence of evidence of violation of school rules and regulations or other misconduct. Authorization to inspect a locker will be given only by the Principal, Assistant Principal, or Adviser Chair. *Students are responsible for maintaining the interior of their lockers. They will be held financially liable for any damage to a locker's interior. Only locks purchased through the New Trier Bookstore are permitted to be used on New Trier lockers; all other locks will be removed.*

SKATEBOARDS, SCOOTERS AND SKATES

Skateboards, scooters, hoverboards, rollerblades, and roller-skates are not allowed to be used anywhere on campus.

PERSONAL LEARNING TIME

Personal learning time gives students an opportunity to learn how to use their time in constructive ways and to experience the consequences of their decisions. Students may choose among several options during non-class periods. Advisers, teachers, and parents should give guidance and assistance in choosing options.

Successful personal learning time requires that individuals assume responsibility for themselves, recognize and assume responsibility for their peers, and be willing to give some time in service to the school. Students, faculty, and administration must work cooperatively to maintain an atmosphere conducive to learning and to personal growth.

Personal learning time areas and activities are outlined below.

Resource Areas

Students are strongly encouraged to use the following resource areas:

Winnetka Campus: Post-High School Counseling Resource Center located in room 230 and the Academic Assistance Center in room 235.

Northfield Campus: Academic Assistance Center in room A405; Computer labs – room A409, B336, C331, and D224.

Student Discipline

LIBRARY

The library is open for studying and, space permitting, for browsing. The materials in the school library have been carefully selected, and current materials are added continually. A rich collection of periodicals is available, as well as a variety of educational technology. Non-print materials such as audio and video recordings are also available. Each member of the staff has a unique background, which students and teachers may draw upon when the need arises for specialized materials.

Most materials are loaned for two weeks; however, some materials do have restricted loan periods of varying lengths.

A student is required to present their current school ID card each time materials are borrowed. Library personnel are instructed not to accept alternate identification.

Fines are 10 cents per school day for most overdue print materials, but 10 cents per period for overnight materials. Fines for non-print materials vary by item. A five-school-day grace period exists between the due date and the collection of the fine. Materials returned on the sixth school day will carry a fine of 60 cents. Fines paid at the time the materials are returned will be reduced by half.

CONFERENCES WITH TEACHERS

Students may use personal learning time to confer with teachers. Appointments should be made in advance.

BAUMANN STUDENT CENTER, TREVIAN COMMONS, LIBRARY COMMONS

(Winnetka Campus)

STUDENT COMMONS, LOWER LEVEL, B BUILDING

(Northfield Campus)

These rooms are available for study and conversation. Students are responsible for keeping the areas in an orderly condition. Trash should be deposited in containers provided.

INTRAMURAL AREA

The coordinator of intramurals may announce a schedule for the use of the IM facilities by students during unassigned periods.

OUTSIDE AREAS

Outside areas open to students at the Winnetka Campus include the front lawn and auditorium steps facing east. Outside areas at the Northfield Campus include the two courtyards.

LUNCH

Lunch is served periods 3 and 7 at the Northfield Campus and 2 and 6 at the Winnetka Campus.

Students are responsible for maintaining cleanliness in their area. Students must return their trays to the designated area and put refuse in containers.

EXPECTATIONS FOR CORRIDORS AND OUTDOOR AREAS

Because of the physical characteristics of the two campuses, certain regulations are necessary to promote a good educational atmosphere:

- **Gathering outside buildings** – Noise and loud talking near the buildings cannot be permitted because of disturbance to nearby classrooms.
- **Gathering in corridors** – Students should be aware of their surroundings

and respectful of classrooms in session. Students who have free periods should avoid gathering in hallways where a quiet learning environment must be maintained. Students who are disruptive may be asked to move.

- **Restrictions** – Freshmen are assigned to classes all periods. After Freshmen are released from study halls, they may gather in the cafeteria, lounge area, library, Academic Assistance Center, and courtyard areas. Winnetka Campus students may not gather in the following areas during unassigned times: the Gaffney Auditorium, Kinetic Wellness areas, Indian Hill Park and surrounding sidewalks and streets, entrances to business establishments and the Indian Hill train property. In addition, students should not loiter in front of neighbors' property.
- **Supervision** – Students, security staff, and faculty must cooperate in supervision of the various areas of the building.
- **Building access** – During the school day, all students should enter/exit the building through secure vestibules only. Students will need their New Trier ID to re-enter the school during school hours.

Full cooperation by all members of the school community of students, faculty, and administration is needed to make the unassigned time program work. All must be willing to contribute to the program by serving as needed. The reward should be a school with a relaxed atmosphere conducive to personal growth and learning.

MISCELLANEOUS PROCEDURES

Fee Bills

The handling of money by faculty members for class needs and student activities will be kept to a minimum. A fee bill will be prepared for every student that will include a general fee covering items such as consumable course materials, technology, transcripts, ID cards, and other necessary school expenses, as well as fees for the extracurricular program and the New Trier Parents' Association. Any fee that causes an undue hardship upon the student and their family may be ordered remitted by the Assistant Principal for Student Programs and Operations.

Field Trips and Tours

The District will furnish adult supervision for student trips or tours, including trips to other schools or locations for competitions. All students participating in such trips must travel as a group under the supervision of a faculty or staff member, unless specifically excused by the trip supervisor.

Because trips and tours are considered part of the total school program, all school rules and student behavior codes apply. Misconduct on a school field trip or tour will result in disciplinary action.

Lost and Found

Lost articles may be claimed in the Security Office at the Winnetka Campus and the Attendance Office at the Northfield Campus. Lost articles should be claimed by their owner(s) within three weeks. Found articles should be turned in immediately to the above-mentioned offices. To facilitate return in case of loss, student and adviser names should be listed on all books and other property.

Elevator

The elevator may be used only by those students to whom the nurse has issued passes for a period of time indicated on the pass.

Student Discipline

Bookstore

Books and supplies may be purchased in the Bookstore. During the school year, the Bookstore is open daily. All books and supplies needed for the opening of school are to be purchased during the summer book sale.

Uniforms for Kinetic Wellness classes are sold in local stores.

Visiting Other Schools

Central Suburban League schools agree that students will not visit member schools unless invited. This agreement also applies to private schools in the area.

Student Visitors to New Trier

All school visitors during the school day must sign in at one of the designated entry doors and receive an official visitor's pass before proceeding into the building.

New Trier does not provide shadowing opportunities or allow students' house guests to come to school as visitors. In rare cases, such as a student visiting from another country, exceptions may be made. In those unusual instances, requests for a student visitor must be approved by the Assistant Principal for Student Services at the Winnetka Campus or the Assistant Principal at the Northfield Campus at least 48 hours in advance. Approval is not automatic, but individual circumstances will be considered by the appropriate administrator.

Any visitor who comes to New Trier without the proper approval will be asked to leave.

(Reference: Board Policy 8-50)

STUDENT USE OF TOBACCO AND NICOTINE

It is the policy of this District that the use and/or possession of tobacco and/or nicotine by students is strictly prohibited in school buildings, on school buses, on any school property, or when engaged in any off-campus school related activity.

Off-campus activities include, but are not limited to, all interscholastic or extracurricular athletic, academic or other events sponsored by the District.

Prohibited items include but are not limited to cigarettes, cigars, and tobacco or nicotine in any other form, including smokeless tobacco which is loose, cut, shredded, ground, powdered, compressed and leaf tobacco that is intended to be placed in the mouth without being smoked. Also prohibited are any devices that simulate tobacco or nicotine use (e.g., an electronic cigarette, vaporizer, or any other electronic nicotine delivery system or any device capable of delivering nicotine).

(Reference: Board Policy 7-180)

SUBSTANCE ABUSE

The use of alcohol and other prohibited substances is illegal and a health hazard to adolescents. Prohibited substances include unlawful drugs, prescription drugs not used or intended to be used in accordance with the prescription, and over-the-counter drugs not used or intended to be used as directed. New Trier's primary purpose is to help the individual student and to maintain a wholesome climate in the school community.

Students are prohibited from possessing, using, being under the influence of, or distributing alcohol or other prohibited substances in school buildings, on school grounds, in school vehicles, or at any school event or activity except that medical cannabis infused products may be consumed by students in conformance with Board Policy 7-195. Possession or distribution of look-alike drugs or drug paraphernalia in these locations is also prohibited. When an administrator has a reasonable suspicion that a student is under the influence of alcohol while on school grounds, in school vehicles, or at any school event or activity, the administrator may require the student to submit to a breathalyzer test. In addition to instituting disciplinary proceedings, school officials will also deny attendance at any school program or function to students who appear to be under the influence of, or who are in possession of, alcohol or other prohibited substances.

A student who violates this policy will be subject to disciplinary consequences, which may include suspension in accordance with Board Policies and Procedures. Additionally, the student will be subject to extracurricular code consequences if applicable. When the student possesses prohibited substances with an intent to distribute or sell them, or in other circumstances where the student's conduct is especially culpable, including repeat offenses, more serious consequences, up to and including expulsion from school, may be recommended. Parents/guardians and law enforcement authorities will be notified promptly of such misconduct.

Because of the District's concern for the health and safety of its students and in an effort to deter student drinking, students and guests who attend school events (e.g. football games, prom, etc.) may be subject to random breathalyzer testing. Refusal to participate in or a positive test result to a random breathalyzer test will result in the student being denied the privilege of attending the school event. A positive test result to a random breathalyzer test may result in additional consequences such as attendance at an alcohol education program, meetings with the Student Assistance Program coordinator, or other intervention, and will constitute a violation of the Extracurricular Code of Conduct.

(Reference: Board Policy 7-190)

BEING UNDER THE INFLUENCE

Being under the influence of alcohol or other prohibited substances in school buildings, on school grounds, in school vehicles, or at school events or activities will subject a student to discipline and exclusion from school premises or activities. The student's conduct, appearance and statements will generally provide sufficient evidence that the student is under the influence. In some situations, a student may also be required by school officials to be tested to confirm the presence of alcohol or other prohibited substances in the student's body. Where there is reasonable suspicion of abuse, refusal to be tested may be considered evidence that the student is under the influence of prohibited substances.

Student Discipline

For the purposes of determining students who are under the influence, the following definitions apply:

Under the Influence: Any student who has consumed or used any amount of any prohibited substance will be considered under the influence. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, such as having alcohol on the breath, or any impairment of normal functioning, such as slurred speech, inability to walk properly, or dilated pupils.

Possession: Possession means having any knowledge of, and any control over, an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intended to control the item. A student may acquire knowledge of an item visually, by being told about the item, or through other sensory perception. A student's knowledge will be determined based on the surrounding circumstances, not just the student's statements. For example, "forgetting" that an item is in one's locker, personal effects, or vehicle does not constitute a lack of knowledge.

Delivery: Delivery means a transfer, or attempted transfer, of possession or control to another person whether or not the substance or item is in that person's immediate presence. Delivery includes, but is not limited to, any gift, exchange, sale, or other transfer with or without payment or other consideration.

Look-alike: a "look-alike" is any substance or item which is not, but reasonably appears to be, or is represented to be, the real substance or item. Examples include, but are not limited to: (a) a toy gun which is very difficult to distinguish, except upon close examination, from an actual gun; (b) a green leafy plant material, which is not, but is claimed, believed, or intended to appear to be marijuana; and (c) a white powdered substance which is not, but is claimed, believed, or intended to appear to be a toxic chemical or biological agent.

Drug Paraphernalia: drug paraphernalia includes, but is not limited to, pipes, one-hitters, rolling papers, or any device or item which contains residue of an illegal substance.

HANDLING STUDENTS SUSPECTED TO BE UNDER THE INFLUENCE During the school day

A student who appears to be intoxicated during the school day (drugs or alcohol) should be escorted by an adult to the Health Services office. Upon arrival at the Health Services office, the concerned adult should contact the student's Adviser Chair or Assistant Principal about their specific concerns, and the Adviser Chair or Assistant Principal will join Health Services staff in supporting the student. In cases that appear to be very serious, emergency first-aid will be administered and medical attention will be sought. The Adviser Chair, Assistant Principal, or another member of the administration will notify parents/guardians of the nature of the incident as soon as possible.

At a school-sponsored activity

All school rules apply at school-sanctioned and school-supervised events and activities (referred to here as "school-sponsored activities"). The sponsor, coach, or school official should meet with a student who appears to be intoxicated at a school-sponsored activity and attempt to determine if the student is under the influence. If the sponsor, coach, or school official determines that emergency medical assistance is necessary, the sponsor, coach, or official should contact 911 to seek emergency medical assistance. The sponsor, coach, or official will notify the parents/guardians of the emergency as soon as possible, and will arrange, if possible, for an adult chaperone to accompany the student to the emergency care center.

If the student is not in need of medical attention, the sponsor, coach, or school official will contact the student's parents/guardians to escort the student home. Students under the influence of drugs or alcohol are not permitted to leave a school-sponsored activity except in the supervision of their parents/guardians or their designee. The sponsor, coach, or school official will report the incident to the Assistant Principal or Adviser Chair, who will decide on the proper action to be taken prior to the student's return to school.

POSSESSION OF ILLEGAL SUBSTANCE

When a student is discovered to be in the possession of an illegal substance, the Adviser Chair will work with the student and take the following actions:

1. The student is questioned about what the substance is and where it came from.
2. The Adviser Chair or Assistant Principal contacts the police and requests they come to investigate the situation.
3. The Adviser Chair or Assistant Principal calls the parents/guardians to inform them of the situation.
4. The suspected substance is turned over to the local police department for analysis.
5. A parental conference, chaired by the Assistant Principal or Adviser Chair, is held with the parents/guardians and student before the student is reinstated to class. The Student Assistance Program Coordinator may participate.

DISTRIBUTING OR SELLING ILLEGAL SUBSTANCES

When a student is found selling or distributing illegal substances, or a substance purported to be an illegal substance, the procedures outlined in "Possession of Illegal Substance" (above) will be followed. The period of suspension will generally be for a longer period of time (up to 10 school days) and the Board will be asked to consider expulsion.

INTERVENTIONS THAT MAY BE AN ALTERNATIVE TO DISCIPLINE

First Offense

Students in violation of the school substance abuse policy for the first time may be subject to disciplinary measures which might include All-Day Detention, Suspension, or Expulsion. The student will also be offered the option to participate in a sanctioned evidence and community-based intervention program. An intervention program is designed to provide education to the student and parents, to encourage the student to evaluate the consequences of drug and alcohol abuse on his/her behavior, and to provide support and referral services to students and their families. Families will receive information on such intervention programs from the Student Assistance Program coordinator.

If a student who violated the substance abuse policy chooses to enroll in an intervention program, a parent/guardian must notify the Adviser Chair, the Assistant Principal, or the Student Assistance Program coordinator of the decision to enroll within 10 days of the incident. After a first offense, a student's voluntary involvement in a sanctioned intervention program, may, under certain circumstances, result in a reduction of the disciplinary consequences assigned.

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If the student does not successfully complete the intervention program, the student may be subject to disciplinary measures. Participation in the program is voluntary, and any costs associated with the program are the family's responsibility.

Second Offense

A student who violates the school substance abuse policy for a second offense may be subject to disciplinary measures which might include All-Day Detention, Suspension, or Expulsion. If the student chose the intervention program on the first offense, the treatment program for the second offense will be more intensive than the program in which the student participated after the first offense. After a second offense, a student's voluntary involvement in a sanctioned intervention program may, under certain circumstance, result in a reduction of the disciplinary consequences assigned.

If a student chooses to enroll in an intervention program, a parent/guardian must notify the Adviser Chair, the Assistant Principal, or the Student Assistance Program coordinator of the decision to enroll within 10 days of the incident.

If the student does not successfully complete the intervention program, the student may be subject to disciplinary measures. Participation in the program is voluntary, and any costs associated with the program are the family's responsibility.

Third Offense

Third time offenders will be potentially subject to a suspension and/or a recommendation for expulsion.

SUSPENSION

The Superintendent, the Principal or the Assistant Principals are authorized to suspend students from school who are guilty of gross disobedience or misconduct in accordance with the guidelines set forth below. Students may also be assigned All Day Detention, which will be served in a supervised setting within the school building.

Acts of misconduct that may result in assignment of an All Day Detention or an out-of-school suspension include all items outlined in the Student Discipline Policy and Board Policy 7-190.

Students will be afforded the following procedural protections:

All Day Detention:

1. Before assigning a student to all day detention, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students will be properly supervised by school personnel.
3. Students will be given the opportunity to complete classroom work during the All Day Detention for equivalent academic credit under the following conditions:
 - A student is not entitled to extra time for work missed.
 - All work must be completed before the student re-enters class or in compliance with the teachers' expectations. It is the student's responsibility to be in contact with their teachers by phone or e-mail.
 - All tests and quizzes must be scheduled in compliance with teachers' expectations.

- A student is not entitled to extra supervision or aid.
- Students missing labs of any kind are not entitled to make-up labs, but will receive an alternative assignment.
- Students missing field trips or in-class activities will receive alternative assignments.
- Students are not entitled to points or grades missed for class participation during the time they were in All Day Detention.

Out-of-School Suspension:

1. Prior to suspension, the student will be provided oral or written notice of the charges. If the student denies the charges, the student will be given an explanation of the evidence and an opportunity to present their version of the incident.

Prior notice and hearing, as stated above, is not required and the student may be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the necessary notice and conference will follow as soon as practicable.

2. An attempted phone call to the student's parent(s)/guardian(s).
3. A written notice of the suspension to the parent(s)/guardian(s) and the student, which will:
 - a. Provide a full statement of the reasons for the suspension;
 - b. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - c. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - d. Provide a rationale as to the specific duration of the suspension; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less,
 - a) an explanation that the student's continuing presence in school would either pose:
 - a threat to school safety, or
 - a disruption to other students' learning opportunities.
 - b) and that school officials have taken reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) that the student's continuing presence in school would either:
 - pose a threat to the safety of other students, staff, or members of the school community, or
 - substantially disrupt, impede, or interfere with the operation of the school.
 - b) and that school officials have taken reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension.
 - c) that other appropriate and available behavioral and disciplinary interventions have been exhausted and/or that school officials determined that no other appropriate and available interventions existed for the student.
 - iii. For a suspension of 5 or more school days, the information listed in section 3.e.ii., above, along with documentation by the Superintendent or designee of what, if any, appropriate and available support services will be provided to the student during the length of their suspension.
4. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

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5. Parents/guardians who disagree with the suspension decision are entitled to request a review of the entire incident which led to the suspension with the Assistant Principal or Principal. Parents must request a review with the Assistant Principal or Principal within 3 school days after notice of the suspension decision. All principal-level reviews must be held in person. The Principal or Assistant Principal will render the decision in writing to the parents/guardians within 3 school days of the hearing.
6. Upon request of the parent(s)/guardian(s), a hearing will be conducted by the Board or a hearing officer appointed by it to review the suspension. At the hearing, the parents/guardians of the student may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the behavior resulting in the suspension, the Superintendent or designee will invite a representative from the Department of Human Services to consult with the Board. If a hearing officer is appointed by the Board, the hearing officer will report to the Board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the report of the hearing officer, the Board may take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision will specifically detail items 3(a), 3(d), and 3(e), above.

(Reference: Board Policy 7-210)

SUSPENSION GUIDELINES

When a student is suspended, the student is not allowed on the Winnetka or Northfield Campuses, or any school event off-campus for the duration of the suspension unless given permission by the Assistant Principal for Student Services at the Winnetka Campus or the Assistant Principal at the Northfield Campus. This includes all events and activities such as dances, sporting events, performances, and participation or practice of any kind. Any violation of this restriction may result in further disciplinary action.

Students who participate in athletics, activities, or performing arts must report the suspension to the Athletic Director, the Activities Coordinator, or the Performing Arts Coordinator. Freshmen should report their suspensions to the appropriate coordinator at the Northfield Campus.

Students suspended from school will be allowed to make up missed work under the following conditions:

- A suspended student is not entitled to extra time for work missed.
- All work must be completed before the student re-enters class or in compliance with the teachers' expectations. It is the student's responsibility to be in contact with their teachers by phone or e-mail.
- All tests and quizzes must be scheduled in compliance with teachers' expectations.
- A suspended student is not entitled to extra supervision or aid.
- Students missing labs of any kind are not entitled to make-up labs, but will receive an alternative assignment.
- Students missing field trips or in-class activities will receive an alternative assignment.
- Students are not entitled to points or grades missed for class participation during the time they were suspended.

Before a student returns to school following a suspension, a mandatory re-entrance meeting will be held with the Adviser Chair and/or the Assistant Principal for Student Services at Winnetka or the Assistant Principal at Northfield.

EXPULSION

Gross disobedience or misconduct of students will include all items outlined in the Student Discipline Policy and Board Policy 7-190 when they occur at school, at any school-sponsored activity or event, or on any other occasion when there is a reasonable relationship between the conduct and school.

The Board of Education is authorized to expel students who engage in gross disobedience or misconduct.

1. Before a student may be expelled, the student and their parent(s)/guardian(s) will be provided a written request to appear at a hearing to determine whether the student should be expelled. The request will be sent by registered or certified mail, return receipt requested. The request will:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s)
 - e. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It will be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, the hearing officer will report to the Board the evidence presented at the hearing and the Board will take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the behavior resulting in the recommended expulsion, the Superintendent or designee will invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer will hear evidence concerning whether the student engaged in the gross disobedience or misconduct as charged.
4. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and their parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board will decide whether the student engaged in the conduct charged and take such action as it finds appropriate regarding consequences.
5. If the Board acts to expel the student, its written expulsion decision will:
 - a. Detail the specific reason why removing the student from the learning environment is in the best interest of the school;
 - b. Provide a rationale for the specific duration of the recommended expulsion;
 - c. Document how school officials determined that all appropriate and available behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted and/or whether school officials determined that no other appropriate and available interventions existed for the student; and
 - d. Document that the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the

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school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

6. Upon expulsion, the District may refer the student to appropriate and available support services and may transfer the student to an alternative program.

(Reference: Board Policy 7-220)

GROSS DISOBEDIENCE OR MISCONDUCT BY STUDENTS WITH DISABILITIES

BEHAVIORAL INTERVENTIONS

Behavioral interventions may be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District's parent/teacher/Community Advisory Committee will periodically review procedures on the use of behavioral interventions. The committee will review the State Board of Education guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention guidelines will be furnished to the parent(s)/guardian(s) of all students with an individual education plan at the time an individual education plan is first implemented for a student.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The District will comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. No student with a disability will be expelled if the student's act of gross disobedience or misconduct is a manifestation of their disability. Any special education student whose gross disobedience or misconduct is not a manifestation of their disability may be expelled pursuant to the District's expulsion procedures, except that students with disabilities will continue to receive educational services as provided in the IDEA during their expulsions.

A student with a disability may be suspended for periods of no more than ten (10) consecutive school days for each act of misconduct. Special education students may be suspended in excess of ten (10) school days each year when suspensions beyond ten (10) total school days do not constitute a change in placement (considering factors such as the similarity of the student's behavior to previous incidents that resulted in suspensions, the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another). If the suspension would constitute a change of placement, the district will convene a manifestation determination review meeting with the parent/guardian and conduct or review and update as necessary the functional behavior assessment and behavior intervention plan. Beginning on the 11th day of suspension, the student must be provided educational services to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals.

A student with an IEP who, at school or a school function, carries or possesses a weapon, who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or inflicts serious bodily injury upon another person may be placed in an appropriate interim alternative educational setting for up to 45 school days in accordance with the Individuals with Disabilities Education Act. A student with an IEP may also be placed in an interim alternative educational setting if the District demonstrates to a court or State of Illinois hearing officer that maintaining the student's current placement is substantially likely to result in injury to the student or others.

(Reference: Board Policy 7-230)

SEARCH AND SEIZURE

The Board recognizes its responsibility to maintain order and security in New Trier High School. Accordingly, administrators or their designees are authorized to conduct searches of school property and equipment owned or controlled by the school (including but not limited to lockers, desks, and cars in parking spaces controlled by the District) as well as students and their personal effects. "Designees" will only be school police liaison officers or licensed staff members. The Superintendent may also request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other property and equipment owned or controlled by the district for illegal drugs, weapons, or other illegal or dangerous substances or materials.

SEARCH OF SCHOOL PROPERTY

Students have no reasonable expectation of privacy in areas controlled by the school, or for their personal effects left there. Areas controlled by the school include all property owned and monitored by the District, including but not limited to school lockers, buses, desks, and cars parked in spaces designated for school use. The District may make reasonable regulations regarding the use of such areas and may search them or any personal effects of students (e.g. purses, wallets, computers, phones, backpacks, book bags, lunch boxes, etc.) found in those areas without prior notice to, or consent of the student.

SEARCH OF STUDENTS - REASONABLE SUSPICION

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, computers, phones, backpacks, book bags, lunch boxes, etc.) in the student's possession when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating either the law or the rules of the school. The search must be conducted in a manner that is reasonably related to the objectives of the search and not excessively intrusive in light of the age and gender of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

1. In the presence of a school administrator or adult witness;
2. In cases of searches of a student's person, by an administrator or designee and adult witness of the same gender as the student;
3. Outside the view of others, including students.

When an administrator has a reasonable suspicion that a student is under the influence of alcohol while on school grounds, in school vehicles, or at any school event or activity, the administrator may require the student to submit to a breathalyzer test.

SEARCH OF STUDENTS - RANDOM

Because of the District's concern for the health and safety of its students and in an effort to deter student drinking, students and guests who attend school events (e.g. football games, prom, etc.) may be subject to random breathalyzer testing. Refusal to participate in or a positive test result to a random breathalyzer test will result in the student being denied the privilege of attending the school event. A positive test result to a random breathalyzer test may result in additional consequences such as attendance at an alcohol education program, meetings with the Student Assistance Program coordinator, or other intervention, and will constitute a violation of the Extracurricular Code of Conduct.

SEARCH OF TECHNOLOGY

As outlined in the District's Technology and Acceptable Use Regulations (AUR), students do not have an expectation of privacy in the District's technology

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or the Internet, including any communications made through the District's technology or the Internet, such as electronic messaging (text messaging), electronic mail communications, and the use of social networking websites and other websites, as well as any materials downloaded by users. Users consent to monitoring and inspection by school administration of all use, including personal use, of District technology and the Internet without individualized notice, including use through personal computers or devices.

The District may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. The District may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination and may be disciplined for failure to provide requested information.

SEIZURE OF PROPERTY

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's policies or rules, such evidence may be seized and remanded to the custody of an administrator; disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

IMPLEMENTATION OF POLICY

Immediately following the search of a student, a written report will be made by the person who conducted the search. The written report will be submitted to the Associate Principal and the Building Principal. The parents/guardians of a student searched in accordance with this policy will be notified of the search as soon as possible.

(Reference: Board Policy 7-140)

AGENCY AND POLICE INTERROGATION

Protection of student rights will be balanced with the District's responsibility to cooperate with local police and agency officials in the officials' investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

Procedures for a student interrogation by an agency (e.g., Department of Children and Family Services) or police official have been developed and maintained by the campus administration.

(Reference: Board Policy 7-150)

PROCEDURES

Interrogation by police

1. The Principal or designee will examine and verify the police officer's credentials. The Principal or designee will examine any legal papers such as warrants for arrest, search warrants, or subpoenas to be served. The principal or designee will request that an officer have training in promoting safe interactions and communications with youth is present during the questioning, if practicable.
2. The Principal or designee will attempt to contact the student's parents/guardians and inform them that the student is subject to an interview. Except in extenuating circumstances, the parents/guardians will be pro-

vided the opportunity to be present and be represented by legal counsel at their own expense. The Principal or designee will document the time and manner of notification or attempted notification. Extenuating circumstance means a reasonable person would believe that urgent and immediate action is necessary to prevent bodily harm or injury to any person, apprehend an armed or fleeing suspect, prevent the destruction of evidence, or address an emergency or other dangerous situation.

3. Interviews will be conducted in a private setting.
4. The Principal or designee will document the interview proceedings and include such notes.
5. If the parents/guardians cannot be present during questioning, the Principal or designee will ensure that a school staff member, preferably a mental health professional or staff member who is familiar with the student, is present.
6. If the student's parent/guardian is not present for the interview and the student is not taken into police custody after the interview, the Principal or designee will contact the parents/guardians again after the interview. An individual designated by the Principal will release the student only to the parent/guardian or their designee.
7. These procedures do not limit the authority of a police officer to make an arrest on school grounds and do not apply when a police officer issues a ticket for a municipal violation (smoking, vaping, etc.).
8. If the student is under 18 and suspected of criminal activity, the officer will ensure compliance with P.A. 101-0478.

Interview by the Illinois Department of Children and Family Services (DCFS)

1. The Principal or designee will examine and verify the agent's credentials and any papers pertaining to a legal process.
2. If the DCFS agent does not wish to have a parent/guardian present at or notified prior to the interview, this stipulation must be put in writing and signed by the DCFS agent.
3. Unless the DCFS agent prepares and executes a written stipulation as discussed in Item 2, the Principal or designee will make reasonable efforts to contact the student's parents/guardians and inform them that the student is subject to an interview. The parents/guardians will be given the opportunity to be present and be represented by legal counsel at their own expense.
4. Interviews will be conducted in a private setting. If the parents/guardians are absent, the student will be given the opportunity to have the Principal or another adult witness present during the interview, unless the interview is taking place pursuant to a court order, in which case, the presence of the principal or other adult is at the discretion of DCFS agent.
5. The student may be removed from school by the DCFS agent if case circumstances warrant. The Principal or designee will request that the DCFS or law enforcement agent sign an appropriate document memorializing that the agent is taking temporary or temporary protective custody of the student and the authority for the action and make a copy of any authorizing documentation. An officer of a local law enforcement agency, designated employee of the DCFS, or a physician treating a student may take or retain temporary protective custody of the student without the consent of the student's parents/guardians if:
 - a. There is reason to believe that the circumstances or conditions of the student are such that continuing in their place of residence, or in the care and custody of the parents/guardians presents an imminent danger to that student's life or health; and
 - b. There is not time to apply for a court order under the Juvenile Court Act for temporary custody of the student.

Student Discipline

The person taking or retaining a student in temporary protective custody will immediately make every reasonable effort to notify the student's parents/guardians and will immediately notify the DCFS. The DCFS will promptly initiate proceedings under the Juvenile Court Act for the continued temporary custody of the student.

No District employee may act as a DCFS agent.

TECHNOLOGY ACCEPTABLE USE REGULATIONS (AUR)

RIGHTS AND RESPONSIBILITIES

All use of technology will be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These Acceptable Use Regulations do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The use of technology is a privilege, not a right.

The failure of any user to follow the terms of the Acceptable Use Regulations may result in the loss of privileges, disciplinary action up to and including suspension and/or expulsion from school, and/or appropriate legal action.

The Chief Technology Officer in consultation with the appropriate administrator will make all decisions regarding whether a user has violated Board Policy and/or these regulations and may deny, revoke, or suspend access at any time. This includes temporarily confiscating and retaining students' personal electronic devices when such devices are used to access the District's network.

USAGE GUIDELINES

1. **Acceptable Use** – Access to District technology and networks must be for the purpose of education or research, be consistent with the educational objectives of the District, and adhere to the regulations in this document, and in Board Policy 6-235.
2. **Unacceptable Use** – The student is responsible for his/her actions and activities involving the network. Some examples of unacceptable uses are:
 - a. Knowingly using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;
 - b. Unauthorized downloading of software;
 - c. Using the network for private financial or commercial gain;
 - d. Wastefully using resources such as file space or bandwidth for non-educational materials;
 - e. Hacking or gaining unauthorized access to files, resources, or entities;
 - f. Intentionally invading the privacy of individuals, by the unauthorized disclosure, dissemination, or use of information about anyone that is of a personal nature;
 - g. Sharing network username and/or password with another user;
 - h. Using another user's account and/or password;
 - i. Posting material authored or created by another without his/her consent;
 - j. Posting anonymous messages;
 - k. Using the network for commercial or private advertising;
 - l. Intentionally accessing, submitting, posting, publishing, or dis-

playing any defamatory, inaccurate, abusive, obscene, profane, sexually offensive, threatening, racially/religiously offensive, harassing, or illegal material, whether on a District-owned or student personal device;

- m. Using the network while access privileges are suspended or revoked;
 - n. Vandalism as defined in item #11 below;
 - o. Causing damage to technology resources, hardware, and/or software; or
 - p. Removing hardware/software, networks, information, or communication devices from the District or other network.
3. **Software use**
 - a. New Trier licenses the use of copies of computer software from a variety of publishers and distributors. The District does not own the copyright to this software or its related documentation and, unless authorized by the software publisher, does not have the right to reproduce it for use on more than one computer.
 - b. According to U.S. copyright law, illegal reproduction of software is subject to civil damages of as much as \$150,000 per title infringed and criminal penalties, including fines of as much as \$250,000 per title infringed and imprisonment of up to five years.
 - c. Technology users will use the software only in accordance with the license agreement.
 - d. Notify the Chief Technology Officer if you learn of any misuse of software or related documentation within the District.
 4. **Network Etiquette** – Students are expected to abide by the generally accepted rules of network etiquette, whether accessing the network from a District-owned or personal device, including but not limited to the following:
 - a. Be polite. Do not become abusive in your messages to others.
 - b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
 - c. Do not reveal personal information, including the addresses or telephone numbers of other students.
 - d. Recognize that electronic communications are not private. The District reserves the right to access all electronic communications transmitted on its networks. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in any way that would disrupt its functioning or use by others.
 5. **No Warranties** – The Board of Education makes no warranties of any kind, whether expressed or implied, for the service it is providing.

The Board will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Board denies any responsibility for any information, including its accuracy or quality, obtained or transmitted through use of the Internet. Further, the Board denies responsibility for any information that may be lost, damaged, altered, or unavailable when using the Internet.

6. **Indemnification** – The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this policy including such incurred through copyright violation.
7. **Security** – Network security is a high priority. Keep your account and password confidential. Notify the Chief Technology Officer if you can identify a security problem on the network. Any user identified as a security risk may be denied access to the network.

Student Discipline

8. **Use of Electronic Mail** – The District’s electronic mail system and its software, hardware, and data files are owned and controlled by the District. The District provides e-mail to aid students in fulfilling their duties and responsibilities, and as an educational tool.
 - a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user.
 - b. Unauthorized access by any student to an electronic mail account is strictly prohibited.
 - c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail that would be inappropriate in a letter or memorandum.
 - d. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
9. **Monitoring of Personal Use** – As a condition of using the Internet (including electronic messaging communication through District computers or Internet access), users consent to monitoring and inspection by school administration of personal use of District computers and personal computing and communication devices on school grounds. Such monitoring and inspection will include any and all text messages or electronic mail communications made or attempted to be made or received by users and all materials downloaded by users.
10. **Internet Safety**
 - a. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are obscene, pornographic, harmful, or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee will enforce the use of such filtering devices.
 - b. Student and staff Internet access will be monitored.
11. **Vandalism** – Vandalism will result in cancellation of privileges and other disciplinary action up to and including expulsion, and/or appropriate legal action. Vandalism is defined as any malicious attempt to harm or destroy technology or data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
12. **Charges** – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges, and/or equipment or line costs. Any and all such unauthorized charges or fees will be the responsibility of the user.
13. **Copyright Web Publishing Rules** – Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on the District Web sites or file servers without explicit written permission.
 - a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
 - b. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission. Permission must be in written (not verbal) form.
14. **Student Use of Mobile Devices** – Students may bring their personal communication and computing devices (i.e. cell phones, smart phones, tablets, and laptops) to school and receive the same type of filtered Internet access as on New Trier computers. In addition to the Acceptable Use Regulations, the following restrictions apply:
 - a. Bypassing school security or Internet access filtering software is a violation of the usage policy.
 - b. Devices may only have wireless access to the network, and may not be connected via a network cable to the school network.
 - c. Devices may be used in class only with permission of the teacher.
 - d. During unscheduled time, devices may be used in hallways, computer labs, study halls, and libraries unless otherwise directed by the classroom teacher or area supervisor.
 - e. Devices should not be heard at any time. They must always be in silent mode, or used with headphones.
 - f. Due to camera capabilities, devices are never allowed to be in sight or in use in bathrooms or locker rooms.
 - g. It is a violation of the Academic Integrity Policy to have a mobile device in sight during an exam of any kind. It is expected that mobile devices be off and in backpacks during examinations, unless prior permission is given by the teacher.
 - h. Inappropriate content may not reside on the device while on school grounds. That includes, but is not limited to, obscene material, material that depicts illegal or violent actions, material that may be used to threaten the safety and well-being of others, and software to facilitate breaking security systems.
 - i. Students have no expectation of privacy in regard to personal devices brought onto school grounds.
 - j. New Trier reserves the right to examine files and materials stored on a student’s individual devices as needed to monitor acceptable use under the District’s Acceptable Use Regulations.
 - k. Participation in the program is at the discretion of the Chief Technology Officer and the Associate Principals; the school reserves the right to deny a student the right to bring a mobile device to school for any reason.
15. **Use of Audio and Visual Recording Devices by Students** – New Trier values the educational benefits of audio and visual recording using standalone cameras, phones, laptops, and other mobile devices. Visual recording includes picture taking and video recording. The following rules apply when using audio/visual recording devices. These guidelines do not apply to the teacher use of video conferencing technology for remote learning, but do apply to your recording the sessions.
 - a. Subjects must give consent before recording or picture taking can take place.
 - b. Students may record content in the classroom with the advance permission of the teacher and the written consent of the students present in the classroom. Such consent must include the signature of a parent/guardian when the student is under 18.
 - c. Recordings made on school grounds or at any school sanctioned activity may not be distributed or posted on a public forum, and can only be used for individual educational purposes.
 - d. If a student’s IEP or 504 plan specifies that a student may use a recording device, teacher consent is not required, although the student must notify the teacher at the beginning of the term. The student will only be permitted to record the teacher’s presentation of materials, and will not record any student participation.
 - e. Live streaming by students in the building or when at school related events/activities is strictly prohibited.
16. **Technology Equipment Checkout** – Laptops, cameras, tripods, hard drives, and other items are available for student checkout. A student ID is required. In addition to the Acceptable Use Regulations,

Student Discipline

the following restrictions apply:

- a. Students must return equipment to the specified location by the specified time.
- b. Students are responsible for any physical damage to the laptops they have checked out.
- c. No food or drinks are allowed near the equipment.
- d. Students may not lend equipment to other(s) or leave the equipment unattended.
- e. Netbooks may be used in class only with permission of the teacher.
- f. Daily fines are assessed for the late return of equipment.
- g. After ten (10) days of daily fines, the equipment is considered lost and a fine to cover the cost of equipment replacement is assessed.
- h. Checkout renewal is at the discretion of District staff.

STUDENT ONLINE PUPIL PRIVACY ACT (SOPPA)

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

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

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

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

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

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

Grading & Promotion

MODIFIED CURRICULUM (MC) GRADES

Due to a prolonged and documented medical absence that interrupts a portion of a semester of study (roughly 25%-40% of a semester or 15-24 days of an individual class), a student may be assigned a Modified Curriculum (MC) grade. Issuing an MC grade is a recognition that an illness or other unanticipated circumstance interrupted the normal attendance pattern for a student, but is offered to provide a mechanism for students to receive course credit and/or remain prepared to join the next course in a sequence of courses with the requisite skills to proceed. Students who do not have a prolonged documented condition are not eligible for an MC grade.

The MC designation in the course title indicates that the curriculum was modified to maintain core skill elements necessary for course completion and/or readiness for the next course in a sequence, but removed elements either not possible to complete (e.g. class discussion) or able to be tested through alternate means (e.g. a final skills assessment in lieu of smaller formative or summative assessments). The MC grade will appear and be noted on a student's transcript but will not be included in computing his or her grade point average. MC grades may be granted for absences in excess of the limits defined above, but may also result in withdrawing from a class, transferring classes, or the need for other interventions outlined in this section.

Students whose absences are related to pursuing educational, athletic, or extracurricular pursuits outside of New Trier are not eligible to receive an MC grade. Students who fail to meet minimum standards for the course will not receive an MC grade.

For all students who qualify for MC grades, in classes which count toward graduation credit OR are prerequisites for another course in a sequence, a final benchmark assessment may be administered in a proctored or monitored format to certify that the student has met the minimum standards and skill requirements of the course.

Any students who violate the Academic Integrity Policy, as set out in the Student Guidebook, may face disciplinary action as outlined, which could possibly result in failure of the course.

GRADE CHANGES

A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees to allow the student to do extra work that may impact the grade
- an inappropriate grading system used to determine the grade; or
- an inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

Students will not be promoted to the next higher level based upon age or any other social reasons not related to the academic performance of the student. In order to be promoted to the next grade level, students must successfully complete the required curriculum.

Students who do not qualify for promotion to the next higher grade level will be provided remedial assistance and may be retained in the grade.

(Reference: Board Policy 6-280)

Information about students, which is considered essential in accomplishing the educational objectives of New Trier and in promoting the welfare of its students, will be collected and maintained under the supervision of the certified staff in accordance with Federal and State law. The collection, maintenance, accessibility, dissemination, and retention of such information will be controlled by procedures designed to implement the primary tasks of the school, protect individual rights in the best interest of the students, and preserve the confidential nature of various types of records.

(Reference: Board Policy 7-340)

Student Records

MAINTENANCE OF STUDENT RECORDS

A student record is any record that contains personally identifiable information or other information that would link the document to an individual student if it is maintained by the District, except records kept: (1) in a school staff member's sole possession destroyed not later than the student's graduation or permanent withdrawal, and not accessible or revealed to any other person except a temporary substitute teacher, or (2) by law enforcement officials working in the school.

The District maintains two types of school records for each student: a permanent record and a temporary record.

The permanent record will include:

- Basic identifying information
- Academic transcripts
- Attendance record
- Scores received on all State assessments administered at the high school level
- Health Record
- Information pertaining to release of this record
- Honors and awards
- School-sponsored activities and athletics

No other information will be placed in the permanent record. The permanent record will be maintained for at least 60 years after the student graduates, withdraws, or transfers.

The temporary record may include:

- Family background and home language survey
- Intelligence, aptitude, and achievement scores
- Psychological reports
- Results/scores from achievement and/or standardized tests
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Accident reports and health-related information
- Disciplinary information, specifically including information regarding an expulsion, suspension, or other punishment for misconduct involving drugs, weapons, or bodily harm to another
- Special education and Section 504 files
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record

Information in the temporary record will indicate authorship and date. The District will maintain the student's temporary record for at least five years after the student transfers, graduates, or permanently withdraws.

The Principal or designee will be responsible for the maintenance, retention and destruction of a student's permanent and temporary records in accordance with the District's established procedure. Upon graduation, transfer, or permanent withdrawal of a student, the District will notify the student's parents/guardians and the student of the destruction schedule for the student's permanent and temporary record. A 30-day notice will also be given in the local newspaper. The parents/guardians or student will be given an opportunity to copy the record and information proposed to be destroyed or deleted.

(Reference: Board Policy 7-350)

Student Records

ACCESS TO STUDENT RECORDS

The parents/guardians of a student under 18 years of age or a designee of such parents/guardians will be entitled to inspect and copy information in the student's school records. A student will have the right to inspect and copy their school student permanent records. When the student reaches 18 years of age, or graduates from high school, or marries or enters military service, all rights and privileges accorded to a parent under the Illinois School Records Act will become exclusively those of the student. In cases of divorce or separation, both parents/guardians will be permitted to inspect and copy the student's records unless a court order indicates otherwise. The District may charge the actual cost, provided that the costs not exceed 35 cents per page, for copying information in the student's records. However, no individual will be precluded from copying information because of financial hardship.

Students' official records will be made available to parents/guardians within 10 business days, except that the time may be extended for extensive or other complex requests as provided in the School Student Records Act. The following regulations govern the release of student information to third parties:

1. Professional District staff members with a legitimate educational or administrative interest will have access to information needed in the performance of their responsibilities.
2. Individuals, with District approval, may be granted access to certain records for the purpose of research, statistical reporting, or planning provided that:
 - a. The researcher provides an affidavit agreeing to all applicable statutes and rules; and
 - b. No student or parent will be personally identifiable from the information released.
3. The Principal or designee will release student records pursuant to a court order presented by local, state, or federal officials. However, the Principal or designee will notify the parents/guardians and/or student in writing of any court order and of the information so provided.
4. The Principal or designee will release student records to another school, whether within or outside the State of Illinois, in which the student has enrolled or intends to enroll, upon the written request of such school's records custodian.
5. The Principal or designee will release student directory information to third parties. "Directory information" includes the following: student name, address, telephone listing, date of birth, dates of attendance, grade level, date of graduation, participation in officially recognized activities and sports, honors and awards received. Parents/guardians and/or eligible students may request to have such directory information withheld from release.
6. To the State Board of Education, to juvenile authorities, and to necessary individuals in the case of an emergency, as specified and permitted by the School Student Records Act.

Any release of information other than that specified above will require prior written consent of the parent/guardian or eligible student, designating the specific records or information to be released and the party to which such information may be released.

(Reference: Board Policy 7-340)

CHALLENGES TO STUDENT RECORDS

Parents/guardians or eligible students will have the right to challenge the accuracy, relevance, and/or propriety of any entry in any school record concerning the student. Academic grades may not be challenged under these regulations except as to the accuracy of recording. A challenge to records related to the student's expulsion, out-of-school suspension, or academic grades is not permitted at the time of a student's transfer to another school.

The parents/guardians or eligible student must request in writing that an informal conference with the Associate Principal for Student Services or the Associate Principal (Northfield Campus) or designee be provided. This conference will be set at a mutually convenient time not later than 15 school days after the request. The nature of the challenge, the specific entry or entries challenged, and the basis of the challenge will be briefly stated in the request.

If the challenge is not resolved in the informal conference, the parent/guardian or eligible student may request a formal hearing. This request must be filed with the Superintendent or designee after the informal conference. The hearing date will be set for no later than 15 school days after the informal conference unless a later date is agreed upon by the parent/guardian or eligible student and the school.

The school will select and appoint a hearing officer, who will not be employed in the school in which the student is enrolled.

Written notice of the date, time, and place of the hearing will be mailed by the school to the parent/guardian at a reasonable time before the hearing date.

A verbatim record of the hearing will be made by a tape recorder or a court reporter. The hearing officer will issue a written decision containing the reasons for the decision within 10 days after the conclusion of the hearing. The school will ensure that copies of the decision are mailed to the parent/guardian.

Any party may appeal the decision of the local hearing officer to the Regional Superintendent within 20 school days after receipt of the decision. Written notification of the right of appeal by any party to the Regional Superintendent will accompany the notification to the parents/guardians of the hearing officer's decision.

(Reference: Board Policy 7-370)

Extracurricular Program

New Trier offers full and diverse programs in Student Activities, Interscholastic Athletics, and Performing Arts. Extracurricular activities offer students opportunities and experiences that both supplement and extend beyond the classroom. Involvement is voluntary but greatly encouraged at whatever level students should choose.

For students choosing to become involved in extracurricular activities at a leadership level, there are many rewards and responsibilities. Student officers, leaders, and team captains participate in leadership training, workshops, and seminars that prepare them for their responsibilities. All participating students must meet New Trier's academic eligibility criteria and codes of conduct.

ACADEMIC ELIGIBILITY POLICY

Students are encouraged to participate in extracurricular activities to supplement their academic experience. Academics must be every student's first priority, and students must comply with basic expectations in order to participate in the school's activities, performances, and interscholastic competitions.

Students involved in interscholastic athletic competitions must meet all the requirements established by the Illinois High School Association.

Eligibility of special education students to participate in extracurricular and athletic activities may be determined based on criteria in the student's individualized education plan.

New Trier staff members strive to help every student participating in the extracurricular program to continue to do so. For that reason, the eligibility policy includes an "in-jeopardy" warning to inform students, parents, advisers, coaches, sponsors, and directors that ineligibility may occur. If a student should become academically ineligible, coaches, sponsors, and directors want to help the student address the problem and to resume participation as quickly as possible.

An explanation of the academic eligibility policy for extracurricular participation is printed annually in this Student Guidebook. Also, each student participating in extracurricular activities will receive an explanation of the policy from their coach, sponsor, or director.

ACADEMIC POLICY REGARDING EXTRACURRICULAR PARTICIPATION

DEFINITION OF EXTRACURRICULAR ACTIVITIES, ATHLETICS, AND OTHER SCHOOL-SPONSORED EVENTS

Extracurriculars are non-credit activities identified as all interscholastic activities or a school-sponsored activity, sport, club, performance group, or other organization as designated by the school.

POPULATION COVERED

- All members of interscholastic athletic teams and other activities governed by IHSA rules;
- All officers and boards of major service clubs meeting during the instructional school day (Tri-Ship, Girls Club, S.I.L.C., Social Service, New Trier News, Trevia, Student Council, Peer Mediators, Senior Helpers, ELS Helpers);
- Leaders, boards, or members of other school-sponsored clubs and organizations, as designated by the sponsors;
- Student staff, performers, and crews of non-curricular Performing Arts productions; and
- Members participating in other school-sponsored or school-based events as designated by the administration.

ACADEMIC CRITERIA

To be eligible to participate the student must meet current IHSA standards and must:

- Pass 25 credit hours of high school work per week. Generally, 25 credit hours is the equivalent of 2.5 full credits.
- Have passed and received credit toward graduation for 25 credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

Eligibility of special education students to participate in extracurricular and athletic activities may be determined based on criteria in the student's individualized education plans.

Any activity or school-sponsored event can establish standards that exceed the above academic criteria. Students will be informed of the specific criteria prior to participation.

PROCEDURES FOR ENFORCING POLICY

Classroom teachers will:

- Receive weekly printouts listing students in their classes who are bound by the academic eligibility policy;
- Mark students "not passing," based on cumulative grades, as of the end of the school day designated as the weekly deadline; and/or
- Mark students "in jeopardy," based on cumulative grades, as of the end of the school day designated as the weekly deadline.

CONSEQUENCES FOR NON-COMPLIANCE

- A student not passing will be declared ineligible for a period of one calendar week (per IHSA rules).
- During the week of ineligibility, the student will be allowed to practice, but the student will not be allowed to compete, perform publicly, or carry on the duties of their office or position.

Extracurricular Program

REINSTATEMENT INTO ACTIVITIES

- Students will be reinstated to full participation the week following verification of passing 2.5 credits.
- A student declared ineligible for an entire semester will be reinstated or allowed to participate upon passing 2.5 semester credits.
- Students may use summer school credits toward establishing eligibility in the fall semester.

SPECTATOR CONDUCT FOR ATHLETIC, EXTRACURRICULAR, AND OTHER SCHOOL EVENTS

Any person, including an adult, who behaves in an inappropriate or unsportsmanlike manner during an athletic, extracurricular, or other school/District event may be ejected from the event the person is attending and/or denied admission to school/District events for up to one calendar year after a Board of Education hearing. Examples of inappropriate or unsportsmanlike conduct include, but are not limited to:

1. Using vulgar or obscene language or acting in a disrespectful manner;
2. Possessing or being under the influence of any alcoholic beverage or illegal substance;
3. Possessing a weapon;
4. Fighting or otherwise striking or threatening another person;
5. Failing to obey the instructions of a security officer or District employee; or
6. Engaging in any activity that is illegal or disruptive or otherwise violates District policy.

The Superintendent may seek to deny future admission to any person by delivering or mailing a notice, sent by certified mail with return receipt requested, at least 10 days before the Board hearing date, containing:

1. The date, time, and place of a Board hearing;
2. A description of the inappropriate or unsportsmanlike conduct;
3. The proposed time period that admission to school/District events will be denied;
4. Instructions on how to waive a hearing.

(Reference: Board Policy 8-40)

PLAYING IN NON-SCHOOL COMPETITION

Students who wish to participate in a competition sanctioned by the National Governing Body, or its official Illinois affiliate for the sport, must request approval in writing from the IHSA Office prior to any such participation and provide documentation to the Director of Athletics. A list of pre-approved events and approval request forms are available on the IHSA website at www.ihsa.org.

Interscholastic Athletics

New Trier's athletic program is designed to provide wholesome extracurricular opportunities for students who desire competitive activity.

New Trier offers interscholastic competition in the following sports:

Boys

Fall

Cheerleading
Cross Country
Football
Golf
Rowing (Club)
Soccer

Winter

Basketball
Bowling
Cheerleading
Fencing
Swimming & Diving
Wrestling

Spring

Baseball
Bass Fishing
Lacrosse
Rowing (Club)
Tennis
Track & Field
Volleyball
Water Polo

Girls

Cheerleading
Cross Country
Field Hockey
Flag Football
Golf
Rowing (Club)
Swimming & Diving
Tennis
Volleyball

Basketball
Bowling
Cheerleading
Fencing
Gymnastics
Wrestling

Badminton
Bass Fishing
Lacrosse
Rowing (Club)
Soccer
Softball
Track & Field
Water Polo

EXTRACURRICULAR ATHLETICS

The opportunity to represent New Trier High School in any interscholastic athletic contest is a privilege. The final determination of team selection and individual eligibility rests with the school. The decision to allow for participation rests with the coach of each team. All boys and girls who wish to participate in interscholastic athletics must meet the following requirements:

1. Each student must maintain the academic standards and meet all the other requirements of the Illinois High School Association and the Central Suburban League.
2. Each student must present to the school a current certificate of physical fitness issued by a licensed physician, an advanced practice nurse, or physician's assistant. The certificate of physical fitness is current for only 395 days from the date of issuance. Thus, the student must have taken the physical examination within 395 days from the date of issuance of any practice or game and a current medical certificate of good health must be on file in the Health Services Coordinator's Office prior to any practice or game.

(Reference IHSA Policy 2.150, Board Policy 7-300)

OBJECTIVES OF PARTICIPATION

To be considered an educational experience, athletics must have specific and worthwhile objectives. These objectives include development of physical fitness and skills, mental alertness, positive moral qualities, constructive social abilities, and emotional maturity.

Among the most important principles on which athletics must be based are broad participation, trained personnel, and controlled competition. Participation can be achieved by offering a broad program at as many levels as possible. The personnel associated with athletics must have both a physiological and psychological understanding of the athletes. In addition, coaches must use acceptable teaching methods. Competition is a life-long experience, and positive attitudes toward competition should be developed through the athletic program. All objectives and principles in athletics must be primarily concerned with the welfare and educational development of the student-athlete.

It is the duty of all participants and staff members involved with school activities to:

- Emphasize the ideals of sportsmanship, ethical conduct, and fair play;
- Eliminate all possibilities that tend to destroy the best values of the game;
- Stress the values derived from playing the game fairly;
- Show courtesy to visiting teams and officials;
- Establish a pleasant relationship between visitors and hosts;
- Respect the integrity and judgment of sports officials;
- Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility;
- Encourage leadership and fellowship, use of initiative, and good judgment by the players on the team; and
- Recognize the purpose of athletics is to promote the physical, mental, moral, social, and emotional well being of its individual players.

ATHLETIC DEPARTMENT UNIFORMS AND EQUIPMENT

New Trier High School strives to furnish quality uniforms and equipment to the student-athletes. Each athlete must accept the responsibility of returning all uniforms, warm-ups, and any other equipment issued to them for their sport season. Should any items issued to the student-athlete be lost or stolen, the replacement cost of these items will be the responsibility of the student-athlete. Please help us maintain our supply and quality of team uniforms and equipment by taking care of all issued items and returning them immediately following the conclusion of the sport season.

SCHOOL DAY ATTENDANCE AND PARTICIPATION

Extracurricular activities are an important part of the student experience at New Trier. Students who participate in extracurricular activities cannot miss two blocks/four half-blocks (40-minute periods) or more in a school day to be eligible for extracurricular participation. Students who exceed this limit will not be permitted to participate in practice, rehearsal, competition, or club activity after school that day. Students and coaches will be notified via email by 2:30 p.m. at Northfield and 3:00 p.m. at Winnetka if they are not permitted to participate that day. Students who exceed chronic absenteeism (more than 10% in any given course) may lose the privilege of participating in extracurriculars. Loss of privileges will be determined by the *Graduating Class Problem Solving Team*.

Student Activities

The breadth, depth, and diversity of the Student Activities Program are its strongest characteristics. There is a student activity for every student who chooses to become involved. The goals and structures of the many clubs and organizations are as varied as the 100+ groups that make up Student Activities. However, their purpose is the same: to enrich the high school experience for students by providing educational and social experiences that often cannot be duplicated in the classroom.

STUDENT ORGANIZATIONS

RECOGNITION OF STUDENT GROUPS

Subject to the Board of Education's review, the administration has the authority to recognize student organizations that acquire school sponsorship by meeting requirements as to organizational structure, place, and frequency of meetings and democratic election procedures. If such recognition is granted, the use of the District's facilities and equipment will be allowed.

Students may organize clubs to discuss controversial issues. Critical examination and the balanced presentation of differing views on controversial issues are encouraged.

STUDENT GROUPS AND CLUBS

Extracurricular offerings other than interscholastic athletics are listed with faculty sponsors or supervisors. The faculty sponsors/supervisors, as well as student leaders, welcome student inquiries.

New clubs may be started if a group of students has a particular interest and a sufficient number of students to meet minimum requirements referenced above and a sponsor/supervisor is available. Students should meet with the Activities Coordinator to discuss ideas for new clubs and to complete a new club charter. Clubs are listed in the Club Finder on the Student Activities web page.

SOLICITATIONS BY OUTSIDE ORGANIZATIONS

The Board of Education has adopted the following policy limiting advertising and soliciting for any cause, charity, or benefit not sponsored by a New Trier High School group or organization.

1. Students may not sell tickets or solicit contributions in the school for any external agency or charity, unless it is a beneficiary of a New Trier-endorsed charity drive.
2. Poster advertising for outside agencies using our facilities for educational, charitable, or other approved purposes is limited to one poster on a single public bulletin board.
3. The distribution of commercial handbills, cards, or other handouts in or around the school is prohibited.
4. The District's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.
5. Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Superintendent. In no case will the approval of commercial broadcasts be given if there is evidence of interference with or inconvenience to the activities and operation of New Trier High School's educational radio station, WNTH.

Groups, companies, individuals, and/or staff and associations interested in the solicitation and recruitment of students for trips, tours, ski, and camping expeditions and other similar activities will not solicit and recruit such students at any time on school premises. No employee of the District may participate in recruitment or solicitation of students in any non-school sponsored activity at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the following practices:

1. The written or oral identification of the activity as being a "New Trier trip," including the identification of employees with such activity;
2. The publication of news articles or the publication of paid advertisements describing the activity in student newspapers;
3. The solicitation of students or the promotion of the activity during school hours and on school premises;
4. The promotion of the activity or the solicitation of students for such activities at any time on the school grounds; and
5. The promotion of the activity or the solicitation of students by using school mailing lists or school records.

(Reference: Board Policy 7-325)

STUDENT FUND-RAISING ACTIVITIES

The Principal or designee must approve fund-raising activities by student organizations. Such activities will only be permitted if they produce no disruptive effects within the school and only if they conform to the educational standards of the District.

(Reference: Board Policy 7-310)

SOCIAL ACTIVITIES

The social life of the school is planned by student committees under the supervision of faculty sponsors of the class or organization. The aim is to offer sufficient social affairs, under wholesome conditions, to meet the needs of the various high school age levels. Any unusual plan outside the provision of social practices listed below must be submitted to the Activities Coordinator for approval.

1. School social events are sponsored by classes and other student organizations. The student activities calendar shows the date and time of each activity. The sponsoring organization is responsible for publicizing time, place, cost, and other pertinent information.
2. The class steering committees organize social functions for the class under the Adviser Chairs' direction.
3. Prom is open to juniors and seniors and their guests. The Prom, under the guidance of the junior Adviser Chairs, is an elaborate formal dinner and dance.

Performing Arts

PERFORMING ARTS DIVISION PHILOSOPHY

The unifying purpose of the Performing Arts Division is to support the goals and philosophies of the dance, music, and theatre programs, and foster artistic growth for all students through opportunities outside the regular school day.

Each Performing Arts Division experience is designed to:

- create positive and collaborative environments that challenge and support students and their intellectual and emotional development.
- meet students at their existing skill level and provide opportunities for growth.
- support students as they balance their curricular, extracurricular, and personal commitments and interests.

The Division is also dedicated to developing personal, performance, and leadership skills for participating students.

SCHOOL DAY ATTENDANCE AND PARTICIPATION

Extracurricular activities are an important part of the student experience at New Trier. Students who participate in extracurricular activities cannot miss two blocks/four half-blocks (40-minute periods) or more in a school day to be eligible for extracurricular participation. Students who exceed this limit will not be permitted to participate in practice, rehearsal, competition, or club activity after school that day. Students and coaches will be notified via email by 2:30 p.m. at Northfield and 3:00 p.m. at Winnetka if they are not permitted to participate that day. Students who exceed chronic absenteeism (more than 10% in any given course) may lose the privilege of participating in extracurriculars. Loss of privileges will be determined by the *Graduating Class Problem Solving Team*.

The Board encourages participation of students in performing groups within the school and before community groups. Participation of students in festivals and contests within the State of Illinois and in performing groups outside the state will be restricted to situations of exceptional educational value as recommended by the Principal and approved by the Superintendent or designee. Commercial exploitation of student groups will be avoided.

(Reference: Board Policy 7-330)

CREW APPRENTICESHIP PROGRAM FOR PERFORMERS

Theatre is a collaborative endeavor encompassing many artistic skills. Advancement in knowledge and responsibility requires an understanding of all these skills. It is only when actors, technicians, designers, and directors work together that everyone – cast, crew, and audience – experiences the full wonder and magic that theatre can be. Theatre staff members believe that an important way to achieve more concrete technical skills related to theatre production is through hands-on training combined with observing more experienced artists. Therefore, an apprentice program provides students with the opportunity to be trained by professional staff under the direct guidance of more experienced peers.

To maximize the crew experience, all apprentices should have the opportunity to work in varied aspects of crew and to learn the skills involved in creating the physical production. To facilitate this learning, the number of apprenticeships available for each show will be limited. Apprentice opportunities are available on a first come, first serve basis.

To meet the apprenticeship requirement, all actors must successfully complete one semester of Theatre Technology, or participate in a Crew Apprentice Program (CAP) production either before or within one calendar year after being cast in a production for the first time. A complete list of adult-supervised CAP opportunities is posted on the Performing Arts web page.

Extracurricular Code of Conduct

STATEMENT OF PHILOSOPHY

New Trier High School is dedicated to providing a wide range of opportunities for students to forge connections and develop a strong sense of belonging within the school community. A vital component of achieving this goal is fostering a sense of community within our extracurricular programs. These programs not only offer students avenues for personal growth and exploration, but also cultivate essential skills such as team building, decision-making, empathy, self-advocacy, commitment and resiliency.

New Trier High School is committed to promoting the ideals of sportsmanship, integrity, and healthy living for all students. Students participating in the extracurricular program have a responsibility to lead through their example. The Extracurricular Code (the "Code") promotes the development of that character and the maintenance of the healthy lifestyle necessary for students to pursue their goals. The Code seeks to foster the health, safety, and welfare of the participants and promotes high standards of conduct, citizenship, and good decision-making.

The Code applies to students who participate in voluntary, school-sponsored activities that are not part of an academic class. New Trier offers an extensive and diverse extracurricular program that includes athletic and non-athletic interscholastic teams and competitions, clubs, performing arts, and leadership positions. The Code is in effect 24 hours a day, seven days a week, 365 days per year. The Code applies to student conduct on and off campus, whether during school hours or not, even when the conduct is not directly connected to NTHS.

ADMINISTRATION & AVAILABILITY OF CODE

The Code is administered by the Athletic Director, the Athletic Coordinator, the Student Activities Coordinators, and the Performing Arts Coordinator (referred to as "Extracurricular Leaders"), and/or their designees with the support of staff and administrators at New Trier. All students and parents are expected to have read the Code prior to participation in the extracurricular program; the Code is published in the Student Guidebook and on New Trier's website. Participation in the Extracurricular Program constitutes a student's understanding of, and agreement to abide by, the provisions of the Code. An appeal of an Extracurricular Code violation may be made to the principal at the respective campus. Consequences outlined by the Code may be in addition to those students receive for the same disciplinary infraction from an Adviser Chair or administrator.

PARTICIPATION IN THE EXTRACURRICULAR PROGRAM IS A PRIVILEGE

Participation in the extracurricular program is a privilege and not a right. Participants become visible representatives of NTHS, their fellow students, and the community; therefore they have additional responsibilities to be exemplars and comply with the Code. NTHS has the authority to restrict or revoke a student's privilege to participate in the extracurricular program.

Bravery, kindness, and pride represent our core values at New Trier and help students build strong relationships and promote a positive school culture. Every student at New Trier should feel valued, seen, and heard; as such the vast extracurricular offerings endeavor to provide a sense of belonging for every individual in our school community.

To **Be Brave** means to consider one's own actions and their impact on others.

To **Be Kind** involves a commitment to treating others with compassion, patience, understanding, and civility.

To **Be Proud** is a recognition of one's contributions to the greater school community in relationship to one's personal accomplishments.



Students must be present in school in order to participate in extracurricular activities. Students who are absent from school for more than a half day may not participate in their after school extracurricular activities that day. Students who exceed chronic absenteeism (more than 10% in any given course) may lose the privilege of participating in extracurriculars.

PARTICIPANT PLEDGE AND PROHIBITED CONDUCT

Students agree to abide by the following pledge:

Participation in extracurricular activities is an honor and a privilege. As a visible representative of the school and community, I have the obligation and responsibility to represent myself, my family, my activity, my school, and my community in an exemplary manner. I understand that if I violate the express or implied terms of the Extracurricular Code, or if I engage in any behavior that negatively affects my activity, fellow students, school, or community, I will be subject to disciplinary measures that may include the immediate revocation of my privilege to participate in the extracurricular program. I understand that the Extracurricular Code may extend to my conduct off school grounds, during non-school hours.

I further understand that conduct prohibited under this Code includes, but is not limited to the following:

- The purchase, possession, delivery, distribution, or use of tobacco or nicotine products including e-cigarettes and vaporizers;
- The purchase, possession, delivery, distribution, or being under the influence of alcohol, a controlled substance, other illegal or prohibited mood-altering and/or performance-enhancing drugs or chemicals, or any substance used to obtain an altered mental state or "high";
- The purchase, possession, delivery, or distribution of look-alike drugs, drug paraphernalia, and/or alcohol containers;
- Serious violations of the Academic Integrity Policy;
- Hosting or organizing a gathering or providing a venue where minors and any of the above-referenced prohibited substances are present;
- Assault or battery;
- Bullying or cyberbullying;
- Hazing or intimidation;
- Harassment and sexual harassment, including but not limited to electronic communications and/or social media;
- Vandalism, theft, property damage;
- Insubordination or gross disobedience;
- Violation of the Acceptable Use Regulations; and
- Unsportsmanlike conduct or behavior unbecoming of a New Trier student as determined by New Trier High School.

Extracurricular Code of Conduct

REPORTS OF VIOLATIONS AND DETERMINATION OF CONSEQUENCES

Reports of possible Code violations may come from school faculty and staff members, a confession of the offender, other students, parents, and other outside sources including photographs, social networking websites, and electronic applications.

Attending parties or gatherings where illegal substances or tobacco products may be present is strongly discouraged. The District's concern for the health and overall welfare of its students is at issue along with the potential for problems that may face the District's students in such situations. The District encourages its students to make responsible choices. However, the mere presence at such parties and gatherings will not result in a violation of the Code.

VIOLATIONS DURING THE SCHOOL DAY OR AT SCHOOL EVENTS

When reports are received of a possible Code violation during the school day or at a school event, the extracurricular leader will meet with the appropriate Adviser Chair to gather information about the incident. The student will then meet with the extracurricular leader to discuss the incident. The extracurricular leader will then determine if there has been a violation of the Code and the appropriate consequence. The extracurricular leader will contact that student's parent or guardian to review the incident and possible consequence. The parent or guardian will also receive a written or electronic copy of the violation notice.

VIOLATIONS OUTSIDE OF THE SCHOOL DAY

When reports are received of a possible Code violation occurring outside of the school day and not at a school event, the extracurricular leader will interview the student to determine if a violation has occurred. If necessary, the extracurricular leader may interview additional students or staff members to gather information related to the possible Code violation. The extracurricular leader will then determine if a Code violation has occurred and the appropriate consequence. The extracurricular leader will contact the parent or guardian to review the violation and possible consequence. The parent or guardian will also receive a written or electronic copy of the violation notice.

VOLUNTARY ADMISSION BY STUDENT

Voluntary admission of a Code violation by a student must occur prior to any school personnel or police being aware of the incident and the student's involvement. Students who wish to offer a voluntary admission should contact a coach, sponsor, director, or the appropriate extracurricular leader. Voluntary admission of a first offense Code violation related to alcohol and/or drugs will not result in loss of extracurricular participation, and consequences will be held in abeyance provided the student cooperates with the recommended plan. Students will only be excused from penalty for voluntary admissions on one occasion. Offenses for which a student has been arrested or cited by law enforcement officials are not eligible for excusal, even for a first offense. A student will be referred to the SAP program coordinator for consultation if the violation involves the use of alcohol or drugs.

APPEAL PROCESS

Students who wish to appeal a Code violation determination should contact the principal at the appropriate campus. The principal will meet with the student and their parent or guardian to discuss the violation. During the appeal process, the principal will consider if the decision was reached in accordance with school rules, if the decision was consistent with precedent for similar violations, and if there is any extenuating circumstance that might alter the determination of a violation and/or the severity of the consequence.

CONSEQUENCES AND PERSONAL GROWTH

Our philosophy around equitable discipline at New Trier endeavors to be restorative in nature. School officials will consider the safety and dignity of all students involved in the incident at hand and what may have precipitated the incident. The purpose of student discipline is to provide opportunities for students to engage in authentic dialogue around infractions that have occurred in order to help build community along with *restorative practices** that allow for collaborative problem solving, reflection, and ultimately lead to student growth in an inclusive and safe school environment. Examples of *restorative practices may include but are not limited to one-on-one conversations, guided conversation between students/staff, reflective exercises, social work consultation, educational experiences related to the violation/infraction, peer mediation, etc.

By providing support and guidance to students who exhibit negative behaviors that impact themselves, their peers, family and school community we are acknowledging that they may have underlying issues or challenges that contribute to their actions. This philosophy recognizes that addressing these underlying factors and helping students grow from their experiences is essential for their long-term development and well-being.

Some general principles that will be followed for Code violations:

1. Clear expectations and consequences to establish a sense of accountability.
2. Reflection and responsibility to encourage students to reflect on their behavior and take responsibility for their actions and the impact they had on themselves, peers, family and community.
3. A restorative focus to emphasize the need to repair relationships and address harm caused by the behavior. This involves facilitating dialogue between students involved, encouraging apologies, or finding ways to make amends.
4. Support and guidance to students, such as counseling, mentoring or coaching, to help them understand and address the underlying issues that may have contributed to their behavior. Providing resources and strategies for personal growth and self-improvement.

OPTIONS RELATED TO CONSEQUENCES

Students may participate and fulfill agreed upon projects/assignments that provide reflection, learning and restore relationships with those they have harmed. By participating in projects/assignments and successfully meeting the requirements, students can demonstrate their commitment, engagement, and effort of self-improvement. These are skills that will serve them well in their journey and future endeavors. Students who complete projects/programs may have a reduced suspension from the activity.

Facts, circumstances, and disciplinary measures are analyzed on a case-by-case basis. The Code provides a minimum standard of conduct and guidance when addressing certain behaviors. It does not and cannot enumerate each and every situation or conduct for which discipline may be imposed. The consequences listed below will be applied to most violations. However, in cases of severe violations of the Code, consequences in excess of those listed below, including removal from the activity, may be applied.

Extracurricular Code of Conduct

- Code violations may also result in loss of privileges in celebratory functions, recognition dinners, scholarships, and/or awards.
- A student in violation of the Code will face all consequences for all extracurricular activities in which they are involved.
- Consequences may apply to the following season of participation.

CLUB OFFICERS, LEADERSHIP POSITIONS, AND ATHLETIC TEAM CAPTAINS

- Leadership positions include any team captain positions; any elected, selected or appointed position in Student Activities; and any appointed leadership position in Performing Arts.
- Leadership positions are defined as beginning during the election or selection process and ending at the conclusion of the season or school year, whichever comes first.
- Any leadership position may be put on probation or lost for a designated length of that season or school year dependent on the student fulfilling a project/assignment.

ATHLETICS AND COMPETITIVE ACTIVITIES

- **First Offense:** In most cases, suspension for up to 25% of the season and removal from leadership position, if applicable. However, in cases of severe violations of the Code, students may be suspended in excess of 25% and/or removed from the team. If fewer days remain in the season than are issued as a consequence, students will serve the remaining days of the suspension in the next season of participation. Students must complete an entire season of participation to satisfy the completion of the suspension. During suspension, students may try out for teams and participate in practices but may not participate in competitions.
- **Second Offense:** In most cases, suspension for up to 50% of the season and removal from leadership position, if applicable. In cases of severe violations of the Code, students may be suspended in excess of 50% and/or removed from the team. If fewer days remain in the season than are issued as a consequence, students will serve the remaining days of the suspension in the next season of participation. Students must complete an entire season of participation to satisfy the completion of the suspension. During suspension, students may try out for teams and participate in practices but may not participate in competitions.
- **Third Offense:** Loss of privilege of participation in all athletics for the remainder of high school career.

PERFORMING ARTS

- **First Offense:** In most cases, removal from leadership position and suspension from participation in the activity for up to 25% of the seasonal activity. In cases of severe violations of the Code, students may be suspended in excess of 25% and/or removed from the production or performance opportunity. A student's participation during the suspension will be determined by the Performing Arts Coordinator in accordance with the specifics of the performance opportunity. Suspension from participation does not carry over into the next performance activity or production season.

- **Second Offense:** In most cases, removal from leadership position and suspension for up to 50% of the seasonal activity. In cases of severe violations of the Code, students may be suspended in excess of 50% and/or removed from the production or performance opportunity. A student's participation during the suspension will be determined by the Performing Arts Coordinator in accordance with the specifics of the performance opportunity. Suspension from participation does not carry over into the next performance activity or production season.
- **Third Offense:** Loss of privilege of participation in all performing arts activities for the remainder of high school career.

STUDENT ACTIVITIES AND CLUBS

CLASS PERIOD AND OTHER ACTIVITY HEADS

- **First Offense:** In most cases, removal from titled position to board/staff status and suspension from club or organization for up to 25% of the school year or up to 25% of seasonal activities. In cases of severe violations of the Code, students may be suspended in excess of 25% and/or removed from the club. During suspension, students may not attend club meetings or competitions.
- **Second Offense:** In most cases, a second violation in the same year will result in removal from leadership board or staff status for up to 50% of the school year. A second violation in subsequent years may result in removal from a titled position to board/staff status and suspension from the club or organization for up to 50% of the school year or up to 50% of seasonal activities. During the suspension, students may not attend club meetings or competitions.
- **Third Offense:** Loss of privilege of leadership participation in the Student Activities Program for the remainder of high school career.

CLASS PERIOD MEMBERS AND CLUB MEMBERS

- **First Offense:** In most cases, suspension from the club or organization for up to 25% of the school year or up to 25% of seasonal activities. In cases of severe violations of the Code, students may be suspended in excess of 25% and/or removed from the club. During suspension, students may not attend club meetings or competitions.
- **Second Offense:** In most cases, removal from the club or organization for up to 50% of the school year or up to 50% of seasonal activities. In cases of severe violations of the Code, students may be suspended in excess of 50% and/or removed from the club. During suspension, students may not attend club meetings or competitions.
- **Third Offense:** Loss of privilege of leadership participation in the Student Activities Program for the remainder of high school career.

OTHER LEADERSHIP POSITIONS

Including but not limited to: SALT, ALPS, Senior Helpers and Bridge Builders

- **First Offense:** In most cases, removal from leadership position.

Extracurricular Code of Conduct

GUIDELINES FOR OUT OF SCHOOL SUSPENSIONS AND CONSEQUENCES

In addition to the consequences imposed by the Athletic Director, the Athletic Coordinator, or the Coordinators of Student Activities and Performing Arts, students suspended from school are not permitted to participate in practices, rehearsals, meetings, contests, or performances during the period of the out of school suspension. Students may not participate in a practice, rehearsal, contest, or performance if it conflicts with an assigned school penalty (e.g., detention, Saturday School, etc.).

OPTIONS RELATED TO CONSEQUENCES FOR DRUG/ALCOHOL VIOLATIONS

A student who violates the Extracurricular Code regarding drug/alcohol use will be suspended from extracurricular participation and will be removed from leadership positions, except as otherwise outlined herein. Students in violation of the drug/alcohol policy are required to meet with the Student Assistance Program Coordinator within 10 days of the suspension before returning to the activity.

Students with a first violation of the drug/alcohol policy will be offered the option to reduce the length of suspension by participating in a recognized evidence-based substance abuse awareness program. These programs are designed to provide education to the student and parents, to encourage the student to evaluate the consequences of drug and alcohol abuse on their behavior, and to provide support and referral services to students and their families. Families will receive information on approved substance abuse awareness programs from the Student Assistant Program Coordinator.

If a student who violated the substance abuse policy chooses to enroll in an approved substance abuse awareness program, a parent/guardian must notify the Student Assistance Coordinator of the decision to enroll within 10 days of the suspension. Upon commencement in an approved program, the remaining days of suspension are reduced. Participation in the program is voluntary, and any costs associated with the program are the family's responsibility.

Additional violations of the Extracurricular Code regarding drug/alcohol violations will result in the consequences outlined in the Consequences section of the Code. Students returning from a long-term suspension from an extracurricular activity must meet with the Student Assistance Program Coordinator before returning to their activity.

STATEMENT OF AFFILIATION

The Illinois High School Association (IHSA) regulates interscholastic athletics and various activities in the State of Illinois, including chess, journalism, music, scholastic bowl, and speech. Participants in the extracurricular program must adhere to any and all policies established by New Trier and the applicable by-laws and policies of the IHSA and Central Suburban League.



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