

BUSINESS

Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

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

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During each academic year, each school building that houses school children must conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education (29 Ill.Admin.Code Part 1500).

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the Illinois Department of Public Health. Implementation of the Act shall be directed toward improving the safety of moveable soccer goals by requiring that they be properly anchored.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Emergency Closing

The Superintendent or designee is authorized to close the schools in the event of hazardous weather or other emergencies which threaten the safety of students, staff members, or school property.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and

identified by the Illinois State Board of Education.

2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3 that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Leg. Ref.: 105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.
105 ILCS 128/, School Safety Drill Act, implemented by 29 Ill.Admin.Code Part 1500.
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.
225 ILCS 320/35.5, Ill. Plumbing License Law.

Adopted: Board of Education
Woodridge School District
May 15, 1995

Reviewed: January 13, 2025

Amended: January 13, 2025

GENERAL PERSONNEL

Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. The Superintendent shall ensure that all teachers, other licensed educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct, behavior, and discipline.

The Board recognizes its responsibility to give reasonable support and assistance to employees with respect to the maintenance of discipline. Employees shall stress the development of discipline and self control on a daily basis. It shall be the responsibility of the employees to communicate to parents serious disciplinary problems and consult with parents regarding the solving of disciplinary problems.

Discipline shall be fair and positive in nature. School personnel shall not use disciplinary methods that may be damaging to students. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) is prohibited in all circumstances. School personnel may only use reasonable force as permitted by 105 ILCS 5/10-20.33.

A teacher may exclude a pupil from a class in accordance with applicable collective bargaining agreement, Board policy, and administrative procedures.

LEG. REF.: Illinois School Code - Chapter 122
24-24 Maintenance of Discipline
10-20.14 Parent-Teacher Advisory
Committee on Discipline

Adopted: Board of Education
Woodridge School District
October 25, 1999

Amended: January 13, 2025

Reviewed: January 13, 2025

STUDENTS

Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall 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; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 7265, *Title IX Grievance Procedure*, and 7260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Complaint Manager, Building Principal, Assistant Building Principal, Dean of Students, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy 7260, *Uniform Grievance Procedure*, and/or Board policy 7265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Non-Discrimination Coordinator:

Dr. William Schmidt
7925 Janes Ave., Woodridge IL 60517
schmidt@woodridge68.org
(630) 795-6800

Title IX Coordinator:

Dr. William Schmidt
7925 Janes Ave., Woodridge IL 60517
schmidt@woodridge68.org
(630) 795-6800

Complaint Manager:

Dr. Anne Bowers
 7925 Janes Ave., Woodridge IL 60517
bowersa@woodridge68.org
 (630) 795-6830

Complaint Manager:

Dr. William Schmidt
 7925 Janes Ave., Woodridge IL 60517
schmidtw@woodridge68.org
 (630) 795-6830

The Superintendent shall use reasonable measures to inform staff members and students of this policy, by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook, on the District website, and if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate handbooks, if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. An employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 7265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 7270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under policy 7265, *Title IX Grievance Procedure*, or 7270 *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 7260, *Uniform Grievance Procedure*, and/or 5365, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 4060, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 7265, *Title IX Grievance Procedure*, or Board policy 7260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 7260, *Uniform Grievance Procedure*; 7265, *Title IX Grievance Procedure*; and 7270 *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEG. REF.: 20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
 29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973; 34 C.F.R. Part 104.
 42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
 105 ILCS 5/10-20.12, 10-22.5, 5/10-23.13, 5/26A, 5/27-1, and 5/27-23.7.
 775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.
 23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

Adopted: Board of Education
 Woodridge School District

October 25, 1999

Amended: August 18, 2025

Reviewed: August 18, 2025

STUDENTS

Search and Seizure

In order to maintain order and security in the schools, and to provide for the health, safety and welfare of students and staff, school authorities are authorized to conduct searches of school property and equipment, as well as of students and their personal effects. *School authorities* includes school liaison police officers.

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

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

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

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

Students

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

When feasible, the search should be conducted as follows:

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

Immediately following a search, a written report shall be made by the school authority who conducted the search, and forwarded to the Superintendent.

Seizure of Property

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

LEG. REF.: Vernonia School District 47J v. Acton, 115 S.Ct.2385 (1995).
T.L.O. v. New Jersey, 105 S.Ct.733 (1985).
Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 (2009).
Right to Privacy in the School Setting Act, 105 ILCS 75/.
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).
People v. Dilworth, 661 N.E.2d 310 (1996).
People v. Pruitt, 662 N.E.2d540 (Ill.App. 1st Dist. 1996).
105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a

Adopted: Board of Education
Woodridge School District
October 25, 1999

Reviewed: January 12, 2026

Amended: January 12, 2026

STUDENT

Student Behavior

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

When and Where Conduct Rules Apply

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

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug, 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 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 or non-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 prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, 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 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.

- 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.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 Plan; (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.

7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. 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.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. 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.
12. 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.
13. Teen dating violence, as described in Board Policy 5470, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. 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.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel under circumstances described in Section 10-22.6(d-5) of the School Code.
22. 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.
23. 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, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

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

Disciplinary Measures

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

1. Disciplinary conference.
2. Notifying parent(s)/guardian(s).
3. Temporary removal from the classroom.
4. Withholding of privileges.
5. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.

6. Out-of-school suspension from school and all school activities in accordance with Board policy 5370, *Suspension and Expulsion Procedures*. A suspended student is prohibited from being on school grounds.
7. Suspension of bus riding privileges in accordance with Board policy 5380, *Bus Conduct*.
8. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed two (2) calendar years in accordance with Board policy 5370, *Suspension and Expulsion Procedures*. An expelled student is prohibited from being on school grounds.
9. Return of property or restitution for lost, stolen, or damaged property.
10. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
11. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
12. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
13. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, 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. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.

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

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes 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 permitted by 105 ILCS 5/10-20.33.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out or physical restraints shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, IL State Board of Education (ISBE) rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two (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 one (1) or two (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 shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her

supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to battery. *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.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to the Ill. State Board of Education (ISBE) through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

Student Handbook

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

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

LEGAL REF: 20 U.S.C. §7971 et seq., Pro-Children Act of 2004.
20 U.S.C. §7961 et seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7,
5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100,
5/22-110, 5/24-24, 5/26-12, 5/27-240, and 5/31-3.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot
Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill.Admin.Code §§ 1.280, 1.285.

Adopted: Board of Education
Woodridge School District 68
January 31, 2012

Reviewed: January 12, 2026

Amended: January 12, 2026

Students

Guidelines for Reciprocal Reporting of Offenses Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal and civil offenses committed by students. 105 ILCS 5/10-20.14(b), amended by P.A. 104-430. The Juvenile Court Act of 1987 (705 ILCS 405/1-1 et seq.), School Code (105 ILCS 5/1-1 et seq.), and various laws set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. Local implementation of reciprocal reporting procedures may be modified based upon the District's and local law enforcement's specific implementation needs.

Development and implementation of reciprocal reporting procedures relies heavily on the District's parent-teacher advisory committee and Building Principals, in cooperation with local law enforcement agencies. 105 ILCS 5/10-20.14. The parent-teacher advisory committee is a School Board committee and, thus, is subject to the Open Meetings Act. 5 ILCS 120/1.02.

Guidelines for Reports from the District to Local Law Enforcement

Incidents reported from the District to local law enforcement agencies are managed under the School Code (105 ILCS 5/1-1 *et seq.*), 105 ILCS 127/2, and 720 ILCS 5/12C-50.1.

When sharing information, school officials should be aware of State and federal laws regarding *school student records*. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99; Illinois School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code Part 375. Information kept by law enforcement professionals working in a school is not considered a *school student record* 105 ILCS 10/2. Also, law enforcement records maintained by law enforcement agencies are not considered a *school student record*. 105 ILCS 5/22-20. For more detailed information about *school student records* and its definition, see Administrative procedure 5600R1, *School Student Records*.

1. The Building Principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information. While not required by State law, meetings may enhance a cooperative relationship between the school and local law enforcement agencies. The following people should be invited to these meetings: dean, building principal, counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Superintendent, Building Principal, and/or their designee(s) will immediately notify local law enforcement upon receiving a report of a student:
 - a) Committing a battery against school personnel. 105 ILCS 5/10-21.7.
 - b) In possession of a firearm on school grounds. 105 ILCS 5/10-27.1A.
 - c) Being involved in a drug-related incident on school property, including any conveyance used to transport students, or on any public way within 1000 feet of the school. 105 ILCS 5/10-27.1B; 105 ILCS 127/2.

Guidelines for Reporting and Records Disclosure from Local Law Enforcement to the District

The information shared with the District from law enforcement agencies and the confidentiality of shared law enforcement records are managed under the Juvenile Court Act of 1987 (705 ILCS 405/1-1 et seq.) and the School Code (105 ILCS 5/1-1 et seq.). These laws require the Building Principal to maintain all information and records that the District receives from local law enforcement separate from a student's official *school student record*. Unless otherwise indicated, the information received from local law enforcement may only be used by school staff having a legitimate educational or safety interest in the information to support (1) the proper rehabilitation of the student, and/or (2) the protection and safety of students and employees in the school.

- 1) The State's Attorney shall provide to the Building Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult, or following an adjudication of delinquency for a violation of Section 24-1, 24-3, 24-3.1, or 24.5 of the Criminal Code of 1961 or the Criminal Code of 2012 (deadly weapon offenses). Access to this information is limited to only the Building Principal, the Superintendent, and any school counselor designated by either administrator. 705 ILCS 405/1-8(F).
- 2) Local law enforcement may disclose the identity of a victim of aggravated battery, battery, attempted first degree murder, or another non-sexual violent offense to appropriate school officials if the presiding judge of the juvenile court approves the disclosure to prevent foreseeable violence. 705 ILCS 405/5-905(2.5).
- 3) Local law enforcement agencies and all courts must report to the Building Principal the fact that a student enrolled in the building has been detained for proceedings under the Juvenile Court Act of 1987 or for any criminal offense, including illegal gang activity, or any violation of a municipal or county ordinance. The report must include the basis for detaining the child, circumstances surrounding the events which led to the child's detention, and status of proceedings. The report must be updated as appropriate to notify the Building Principal of developments and the disposition of the matter. 105 ILCS 5/22-20.
- 4) Local law enforcement may disclose juvenile law enforcement records relating to a minor who is investigated, arrested, or taken into custody before his or her 18th birthday only if law enforcement believes that there is an imminent threat of physical harm to students, school personnel, or others. 705ILCS 405/1-7(A)(8) and 405/5-905(1)(h). For an example of relevancy and implementation on this type of law enforcement information in a school building, see Board policy 3550, Targeted School Violence Prevention Program.
 - a) Local law enforcement may allow the Building Principal or appropriate school official(s) to *inspect and copy* law enforcement records concerning a minor enrolled in the school who has been arrested or taken into custody for violating the following Ill. laws: Article 24 of the Criminal Code of 1961 or the Criminal Code of 2012 (dangerous weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961 or the Criminal Code of 2012; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act;

Section 12 of the Criminal Code of 1961 or the Criminal Code of 2012 (bodily harm); or Article 25 of the Criminal Code of 1961 or Criminal Code of 2012 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(h)(A).

- b) Local law enforcement may disclose only *oral information* about a minor who is the subject of a current police investigation that is directly related to school safety. 705 ILCS 405/1-7(A)(8)(B) and 405/5-905(1)(h).
- 5) Local law enforcement must notify the Building Principal when an agency investigation of an alleged incident of sexual abuse is complete or has been suspended, including information on the outcome of the investigation. 105 ILCS 5/22-85(k).
- 6) Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles' subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders. 705 ILCS 405/1-8(G).

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.

105 ILCS 5/10-20.14, 5/22-20, and 5/22-85.

5 ILCS 120/1.02, Open Meetings Act.

105 ILCS 10/, 10/2, 10/6(6.5), Ill. School Student Records Act.

705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905, Juvenile Court Act of 1987.

23 Ill. Admin. Code, Part 375, Student Records.

Reviewed: January 12, 2026

Amended: January 12, 2026

STUDENTS

Bus Conduct

All students must follow the District's School Bus Safety Rules.

Students are expected to conduct themselves in an orderly manner while traveling as passengers in school district transportation vehicles. Regard for transportation property, respect for drivers, and consideration of the rights and welfare of others should govern pupil actions.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy 5365, *Student Behavior*.
2. Willful 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 a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

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

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall

reimburse the School District for any necessary repairs or replacement.

LEG. REF.: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), 34 C.F.R. Part 99.
105 ILCS 5/10-20.14, 5/10-22.6, and 10/.
720 ILCS 5/14-3(m).
23 Ill. Admin. Code Part 375, Student Records

Adopted: Board of Education
Woodridge School District
October 25, 1999

Reviewed: January 12, 2026

Amended: January 12, 2026

STUDENTS

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of the behavioral interventions and use them as a non-binding reference.

This policy and the behavioral intervention procedures shall be furnished to the parents and/or guardians of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the School Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of this policy and the procedures. At the annual individualized education plan review, this policy shall be given to the parents/guardians and the behavioral interventions procedures explained and made available to them on request.

Discipline of Special Education Students

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

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
 Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
 34 C.F.R. §§300.101, 300.530 - 300.536.
 105 ILCS 5/10-22.6 and 5/14-8.05.
 23 Ill.Admin.Code §226.400.
 Honig v. Doe, 108 S.Ct. 592 (1988).

Adopted: Board of Education
 Woodridge School District
 October 25, 1999

Reviewed: January 12, 2026

Amended: January 12, 2026

STUDENTS

Procedures for Behavioral Interventions for Students with Disabilities

In order to promote the use of best practices for behavioral interventions, these procedures have been developed. The use of behavioral interventions should always respect the dignity and privacy of the student while promoting learning of more appropriate behaviors. This document has been updated to reflect current evidence-based practices encompassing the continuum of behavior interventions. These procedures shall apply to students with disabilities for whom the disability creates a need for a Behavioral Intervention Plan (BIP).

As a consideration of special factors, the IEP team must determine whether a student's behavior impedes his or her learning or the learning of others. In the event that a student's behavior does impact his or her learning or the learning of others, the IEP team must consider the use of positive behavioral interventions and supports, along with other strategies, to address the target behavior. The IEP may include modifications, support for school personnel, and related services that are needed to address the behavioral goals. If the IEP team determines that a BIP is needed, the BIP is included with the IEP and should be aligned to the IEP goals. While the use of a Functional Behavioral Assessment (FBA) and BIP may be mandated in some instances, it is also a practice that can proactively support students with behavioral needs.

Woodridge School District 68 uses a positive behavior intervention approach that is designed to support students with challenging behaviors in learning more effective and acceptable ways of behaving. This approach is based on first seeking to understand why problem or target behaviors are or are not occurring in certain situations by identifying the functional relationship between the target behavior and environmental events through a systematic process called a functional behavioral assessment (FBA). Through the use of an FBA the relationship between a student's behavior, the environment, and reinforcement can be closely examined. Reinforcement refers to an understanding that an individual's behavior response is strengthened by the delivery or removal of an event. Reinforcement can be positive reinforcement (i.e. the student gains something) or it can be negative reinforcement (i.e. the student gets to avoid or escape a non-preferred task or event). The function is the reinforcement that maintains the behavior or makes it likely to occur in certain situations or environments.

A behavioral intervention in an educational setting is a targeted response to an unpreferred behavior that interferes with the student's learning or that of others. Interventions should be designed to develop or strengthen alternative or more appropriate behaviors, and they should include specific methods of evaluation and measurable behavioral changes that are expected of the student. Provisions for communicating with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions are also essential elements.

Behavioral interventions are, for some students, the most personal attention they receive from the school community. The quality and tone of behavioral interventions may have a long-lasting impact on these children and their relationships within the community. It is imperative that proactive, positive behavior interventions are designed and implemented in a culturally responsive manner to affirm the complex identities of all students and equip them with meaningful tools to be successful.

Woodridge School District 68 believes in utilizing research based practices and in selecting interventions that are based on the impact of an intervention on a student's physical freedom, social interaction, personal dignity, privacy, and effectiveness. The District also prohibits or

significantly restricts the use of procedures viewed as excessively aversive to or disrespectful of the individual. Furthermore, the Illinois School Code prioritizes a healthy environment in which learning can occur. Specifically, behavioral interventions should be utilized in consideration of a student's physical freedom and social interactions, and they should be administered in a manner that respects human dignity and personal privacy. Behavioral interventions must also ensure student's right to a free appropriate public education in the least restrictive educational environment. See 105 ILCS 5/14-8.05(a)(1).

Nonrestrictive Interventions and Positive Behavioral Supports:

Interventions referred to as "nonrestrictive" generally allow more student freedom and ideally assist in shaping preferred behavior and preventing an increase in unpreferred or problematic behavior. Examples may include non-verbal prompts and directives, physical proximity, planned ignoring, student breaks, teacher/peer modeling, token economy, and positive reinforcement strategies. These interventions focus on positive behavior change rather than behavior control and should be utilized first before more restrictive interventions are implemented. These interventions fall within Multi-Tiered System of Supports (MTSS) Tier 1 universal supports and can be used with any student. However, if any intervention is critical to a child's ability to safely and adequately function in the school environment, it should be included in the child's IEP or Behavioral Intervention Plan.

Restrictive Interventions:

Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted and have not been successful. Restrictive interventions are more confining in nature and may be appropriate when less restrictive interventions have been exhausted and have failed to shape or change unwanted or problematic behavior. These interventions should only be utilized for the minimum amount of time necessary to alleviate or control the student's behavior, and they sometimes involve removal from the educational setting (e.g., in-school suspension, out-of-school suspension). Restrictive interventions should also be used in tandem with positive behavior interventions designed to strengthen preferable, appropriate behaviors, and they should be replaced by less restrictive or nonrestrictive interventions as quickly as possible.

Restrictive interventions should be used with caution for students with disabilities, especially if an FBA has not been completed and documented and a BIP is not included in the IEP.

Highly Restrictive Interventions:

Public Act 102-0339 amended the provisions of the Illinois School Code related to isolated time out, time out, and physical restraint. Consequently, isolated time out, time out, and physical restraint may be used only if:

- A. The student's behavior presents an imminent danger of serious physical harm to the student or to others;
- B. Other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- C. There is no known medical contraindication to its use on the student; and
- D. The school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application (105 ILCS 5/10-22.39).

In Woodridge School District 68, isolated time out is not an intervention that is utilized. Time out and physical restraint will only be used in highly limited situations pursuant to Public Act 102-0339. A school employee who is involved as a member of a team in implementing a BIP in which physical restraint is included, must have participated in training in order to ensure the

safety of the student and the employee. In addition, noncertified staff participating in the implementation of a BIP which includes physical restraint must be under the direct supervision of a certified staff member.

Overall, behavioral interventions should be developed and implemented in a manner that focuses on instruction and support, grounded in the student's specific needs, strengths, and abilities. Positive behavioral interventions within climates of inclusion, belonging, and safety can notably reduce the use of exclusionary and punitive practices. Exclusionary discipline should be avoided as much as feasible, especially when addressing offenses that do not threaten safety (e.g., tardiness, absenteeism, disrespect/defiance, etc.).

A specific process should be in place for regular monitoring and review of the behavioral components of a student's IEP, including accommodations and modifications, social-emotional goals, and/or Behavioral Intervention Plans. If behavioral interventions have not been effective in changing problematic behavior, then such review and monitoring is necessary to address whether interventions have been implemented consistently across settings with fidelity, and, if so, why they have not been effective.

Behavior Interventions Across the Continuum in Woodridge School District 68

Positive Behavior Supports and Interventions	Reactive Nonrestrictive Interventions	Restrictive Interventions	
Examples include: <ul style="list-style-type: none"> • Antecedent-Based Interventions • Adaptations/ Modifications • Behavioral Momentum • Communicating with Family/Guardians • Exercise and Movement • Direct Instruction • Discrete Trial Training • Environmental/Activity Modification • Errorless Learning • First, Then • Functional Communication Training • Picture Exchange Communication System • Incidental Teaching • Naturalistic Intervention • Negative Reinforcement • Parent Training • Modeling • Music-Mediated Intervention 	<ul style="list-style-type: none"> • Pairing • Peer-Mediated Instruction • Positive Practice • Positive Reinforcement • Power Card • Prompting • Proximity • Relationship Building • Restorative Conferencing • Scripting • Structured Play Group • Self-Management • Sensory Regulation • Shaping • Social Skills Training • Social Narratives • Task Analysis • Teaching Alternative Behaviors • Technology-Aided Intervention and Instruction • Time Delay • Token Economy • Verbal Feedback • Video Modeling • Visual Schedules • Visual Supports 	Examples include: <ul style="list-style-type: none"> • Allowing Students to Escape Task • Extinction • Differential Reinforcement • Planned Ignoring • Redirection • Response-Cost • Non-Contingent Reinforcement • Overcorrection • Satiation 	Examples include: <ul style="list-style-type: none"> • Detention • Suspension (in school) • Suspension (out of school) • Expulsion • Time Out • Physical Restraint • Temporary Intensive Programming for Students with parent consent <p>Prohibited Interventions</p> <ul style="list-style-type: none"> • Aversive Mist, Aversive Aromatics, Aversive Tastes • Corporal Punishment • Denial or Restriction of Access to Regularly Used Equipment/Devices that Facilitate the Child's Educational Functioning (not including chromebook when substituted with a low-tech replacement) • Expulsion with Cessation of Services • Contingent Electric Skin Shock • Prone Physical Restraint • Mechanical Restraints

			<ul style="list-style-type: none"> • Chemical Restraint • Isolated Time Out
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When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably respond to the situation. The use of physical restraint and time out is limited to situations where there is imminent risk of serious bodily harm.

Development of FBAs and BIPs:

A Functional Behavioral Assessment (FBA) aims to analyze problematic behavior and identify situations where such behavior is most likely to occur. An FBA is designed to help teams develop a Behavioral Intervention Plan (BIP) that includes evidence-based positive interventions expected to effectively address the behavior's function, thus leading to more appropriate replacement behavior.

An FBA might occur via an initial referral process and during the MTSS process to assist in determining a student's eligibility for an IEP. However, an FBA may also occur after an IEP is already in place. Contributors to the FBA include school administration, school-based clinicians (school psychologists, social workers, etc.), classroom teachers, behavior intervention specialists, analysts, parents/guardians, the student, and any other individuals who regularly interact with the student. Written consent from the parent/guardian to exchange student-based information also allows external experts, such as a student's private therapist or counselor, to be consulted.

IEP teams must properly document a student's need for positive behavioral interventions in the IEP, including a BIP, when appropriate. Prior to the development of any BIP, the IEP team should review the FBA and previous IEPs/BIPs and identify prior or current behavior interventions, including an analysis of the success rate, or lack thereof, of the interventions. The goal of the BIP is to identify strategies that will:

- Teach and reinforce positive, preferred behavior;
- Decrease future occurrences of the target behavior; and
- Address repeated episodes of the target behavior.

A BIP also should identify any restrictive disciplinary measures that may be implemented and the conditions in which such measures may be used. However, restrictive measures should only be considered after all possible positive interventions are implemented for an appropriate amount of time. It should be noted that behavior sometimes gets worse before it improves, and aversive techniques are typically ineffective in controlling student behavior.

Finally, the IEP team should include a description of how an emergency situation or behavioral crisis will be handled. A crisis may be defined as a situation that requires an immediate intervention, and the BIP should include specific conditions under which a crisis/emergency plan

will be utilized. This portion of the BIP must be reviewed to ensure it complies with any district and state policies and procedures regarding the use of behavior intervention strategies. A crisis plan should be carefully and frequently monitored.

Additional functional behavior assessments should be conducted if significant modifications or new interventions are necessary. Modifications should be proposed based on these assessments, and parental notification and input should be obtained. If substantial changes to the BIP are deemed necessary, the appropriate procedures should be followed for reconvening, reviewing the IEP/BIP, and making any modifications or revisions.

Committees and Collaboration

Section 5/14-8.05(c) requires that each district establish and maintain a committee to advise the district on policies and procedures for students with disabilities who require behavioral interventions. The committee should be composed of parents and advocates of students with disabilities, other parents, teachers, administrators, and individuals with knowledge or expertise regarding behavioral interventions for persons with disabilities. The committee should emphasize positive interventions designed to develop, strengthen, and maintain desirable behaviors.

Duties of this committee include the following:

- Oversee the annual review of the use of restrictive interventions and an evaluation of progress toward less restrictive interventions;
- Keeping a record of (1) the number of students with active IEP's; (2) the number of students with behavioral plans as a component of their active IEP's; (3) the number of times each of the students required restrictive interventions and (4) the nature of staff development activities dealing with behavioral interventions.

Misconduct by Students with Disabilities

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his/her disability. If the behavior is not a manifestation of his/her disability, he/she may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his/her disabling condition. The school district is not required to provide educational services during these removals unless services are provided to all students without disabilities under similar circumstances.

Any special education student who has or will exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer if the District demonstrates that maintaining the student in his/her current placement is substantially likely to result in serious injury to the student or others. A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school

function may be removed from his/her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

Woodridge School District 68 shall follow the Illinois School Code and Illinois law when considering expulsion of students with disabilities from school, including the requirements for a manifestation determination review.

Weapon and Drug Offenses

In accordance with the above procedures, the District may take one or more of the following steps when a student with disability carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function in accordance with the Illinois School Code:

- Suspend the student from school for 10 school days or less.
- Convene an IEP meeting to consider placement in an interim alternative educational setting for up to 45 calendar days. At such conference, the IEP team shall also follow the procedures described in paragraphs 1 through 4 above.
- If the parent(s)/guardian(s) disagree with the alternative educational placement or with the District-proposed placement, and the parent(s)/guardian(s) initiate a due process hearing, the student must remain in the alternative educational setting during the authorized review proceedings, unless the parent(s)/guardian(s) and the District agree on another placement.
- Seek an order from a court of competent jurisdiction or a State of Illinois Due Process Hearing Officer to change the student's educational placement if the District demonstrates that the current placement is substantially likely to result in injury to the student or to others.

LEG. REF.: Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*
Gun-Free Schools Act, 20 U.S.C. § 3351 *et seq.*
105 ILCS 5/10-22.6 and 226.520.
23 Ill. Admin. Code §§226.40 and 226.520.
ISBE 2024 Guidance Document: Behavioral Interventions in Schools: Guidelines for the Development of District Policies for Students with Disabilities
Honig v. Doe, 108 S.Ct. 592 (1988)
School Board of the County of Prince William, Virgia v. Malone, 762 F.2d 1210 (4th Cir. 1985)
S-1 v. Turlington, 635 F.2d 342 (5th Cir. 1981)
Kaelin v. Grubbs, 682 F.2d 595 (6th Cir. 1982)
Victoria I v. District School Board, 741 F.2d 369 (11th Cir. 1984)
Doe v. Bd. Of Educ. Of Oak Park and River Forest High School Dist. No. 200, (115 F.3d 1273 (7th Cir. 1997)

Administrative Adoption: October 25, 1999

Amended: Feb 24, 2025

STUDENTS

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. The District is committed to preventing bullying, intimidation and harassment in all of its forms, as well as educating students, staff and the public about the types of behaviors that could result in bullying, intimidation or harassment. It is the District's goal to prevent and eliminate these disruptive behaviors before they rise to the level of bullying, intimidation or harassment, and to address these behaviors as soon as practicable.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, unfavorable discharge status from the military service, sexual orientation, gender-related identity or expression, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/22-110

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

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

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

2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the IL Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, , school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Non-Discrimination Coordinator:

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Title IX Coordinator:

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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 7410, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this

policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

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

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board reevaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The District's bullying prevention plan must be consistent with other Board policies.

LEG. REF.: 405 ILS 49/1, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/22-110, and 5/24-24.
23 Ill.Admin.Code § 1.240, 1.280, and 1.295.

Adopted: Board of Education
Woodridge School District 68
January 28, 2008

Reviewed: January 12, 2026

Amended: January 12, 2026

STUDENTS

Administering Medicines To Students

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

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* (SMA Form) is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Superintendent/designee shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students within 15 days after the beginning of each school year, or within 15 days of starting classes for a student transfer.

Self-Administration of Medication

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

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.

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

medication required under a qualifying plan.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Administration of Medical Cannabis

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

1. A parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District; and
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*.
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

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

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

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

Void Policy

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

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the an over-the-counter opioid antagonists or (2) the Federal Government prohibits the district from obtaining or maintaining opioid antagonists.

Administration of Undesignated Medication

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

Undesignated Medication Disclaimers

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

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

LEG. REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
 105 ILCS 145/, Care of Students with Diabetes Act.
 105 ILCS 150/, Seizure Smart School Act.
 410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
 720 ILCS 550/, Cannabis Control Act.
 23 Ill.Admin.Code §1.540.

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 Woodridge School District
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