

Welcome to Naperville North High School!

We look forward to a rewarding and productive year and are excited about helping you reach the unique potential you possess. We hope to make you feel that you are a valued part of the learning community at Naperville North High School.

The Student Handbook has been prepared to serve as a source of information and as an aid in organizing your personal, social and school schedules. The contents should be read carefully because they explain the policies and procedures important for your success at Naperville North. Using the calendar and assignment portion of the book will enhance your organizational skills.

In addition to the strong academic programs at North, we also provide over 115 opportunities to be involved in co-curricular activities and athletics. We encourage you to get involved and enrich your high school experience.

Welcome to the HUSKIE family!

From NNHS Staff and Administration



Cover designed by NNHS Graphic Arts Student:
Samantha Jegglie

NAPERVILLE NORTH HIGH SCHOOL

This book belongs to: _____

First Semester Schedule:

Hour	Subject	Teacher	Room
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Second Semester Schedule:

Hour	Subject	Teacher	Room
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____



The Vision of District 203 High Schools is to produce a graduate who is a:

- Self-Directed Learner
- Collaborative Worker
- Complex Thinker
- Quality Producer
- Community Contributor

Teacher Availability
Semester: FALL

Teacher/Class	Periods Available
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	

Teacher Availability
Semester: SPRING

Teacher/Class	Periods Available
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	



DAILY BELL SCHEDULE

Period 1	7:45	--	8:35
Period 2	8:41	--	9:34 (daily announcements)
Period 3	9:40	--	10:30
Period 4	10:36	--	11:26
Period 5	11:32	--	12:22
Period 6	12:28	--	1:18
Period 7	1:24	--	2:14
Period 8	2:20	--	3:10

LATE ARRIVAL / FIRST CLASS SCHEDULE

Period 1	9:00	--	9:40
FIRST CLASS	9:45	--	10:15
Period 2	10:15	--	10:55 (daily announcements)
Period 3	11:00	--	11:40
Period 4	11:45	--	12:20
Period 5	12:25	--	1:00
Period 6	1:05	--	1:40
Period 7	1:45	--	2:25
Period 8	2:30	--	3:10

NOON RELEASE

Period 1	7:45	--	8:11 (26)
Period 2	8:17	--	8:45 (28) (daily announcements)
Period 3	8:51	--	9:17 (26)
Period 4	9:23	--	9:49 (26)
Period 5	9:55	--	10:21 (26)
Period 6	10:27	--	10:54 (27)
Period 7	11:00	--	11:27 (27)
Period 8	11:33	--	12:00 (27)

LATE START SCHEDULE

Period 1	9:30	--	10:07
Period 2	10:13	--	10:52
Period 3	10:58	--	11:35
Period 4	11:41	--	12:18
Period 5	12:24	--	1:01
Period 6	1:07	--	1:44
Period 7	1:50	--	2:27
Period 8	2:33	--	3:10

NCUSD 203 2015-2016 CALENDAR replace with 16-17 district calendar

AUGUST

- 13-14 New Teacher Orientation
- 17 Teachers' Institute Day
- 18 Teachers' Work Day
- 19 **Classes Begin**

**REPLACE WITH 16-17
DISTRICT CALENDAR
OMIT THIS PAGE**

SEPTEMBER

- 7 **NO SCHOOL, Labor Day Holiday**

OCTOBER

- 8 **NO SCHOOL, EC-12 Institute Day**
EC-12 Evening Parent/Teacher
Conferences 5:00-8:30 p.m.
- 8 **NO SCHOOL, EC-12 Parent/Teacher Conferences**
End of First Quarter

NOVEMBER

- End of First Trimester
- 25 **NO SCHOOL, Staff Development**
- 26-27 **NO SCHOOL, Thanksgiving Holiday**

DECEMBER

- End of First Semester
- 23-31 **NO SCHOOL, Winter Vacation**

JANUARY

- 1-5 **NO SCHOOL, Winter Vacation**
- 15 Half-Day Institute
- 18 **NO SCHOOL, Martin Luther King Holiday**

FEBRUARY

- 12 Half-Day Institute
- 15 **NO SCHOOL, Presidents' Day**
- 25 **NO SCHOOL, EC-12 Institute Day**
EC-12 Evening Parent/Teacher
Conferences 5:00-8:30 p.m.
- 26 **NO SCHOOL, EC-12 Parent Teacher Conferences**
End of Second Trimester

MARCH

- 4 **NO SCHOOL, County Institute Day**
End of Third Quarter
- 25 **NO SCHOOL, Staff Development**
- 28-31 **NO SCHOOL, Spring Vacation**

APRIL

- 1 **NO SCHOOL, Spring Vacation**
- 18 **NO SCHOOL**

MAY

- 6 Half-Day Institute
- 18 Graduation
- 25 **Classes End (tentative)**
- 5/26-6/2 Emergency Days (if needed)
- 30 **NO SCHOOL, Memorial Day Holiday**

**NAPERVILLE NORTH HIGH SCHOOL STUDENT PLANNER & HANDBOOK
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QUICK GLANCE OF WHERE TO GO

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IMPORTANT PHONE NUMBERS

Attendance		630-420-6982
Main Office		630-420-6480
Principal	Ms. Stephanie Posey	630-420-6484
A.P. for Operations	Mr. Ron Helms	630-420-6582
A.P. for Curriculum	Ms. Michele Chapman	630-420-6482
Nurse's Office		630-420-6499
Bus/Transportation		630-420-6464
Athletic Director	Mr. Bob Quinn	630-420-6490
Dean of Stu Activities	Ms. Jennifer Baumgartner	630-420-6821
Dir. of Student Services	Mr. Jeff Farson	630-420-6410

(Student Service Teams are organized by student's last name.)

TEAM A-F 630-420-6505

Dean of Students	Mr. Jeff DiOrio	
Counselor A, D	Ms. Cynthia Bran	
Counselor B, F	Mr. Chuck Koch	
Counselor C, E	Mr. Ross Katsma	
Social Worker	Ms. Sara Galdikas	
Psychologist	Ms. Alicia Ash	

TEAM G-L 630-420-6502

Dean of Students	Mr. Jim Konrad	
Counselor G, H-He	Ms. Molly Murray	
Counselor I, J, K	Ms. Deb Libert	
Counselor Hi-Hz, L	Ms. Laura Iverson	
Social Worker	Mr. Brent Terada	
Psychologist	Ms. Alicia Ash	

TEAM M-P 630-420-6503

Dean of Students	Ms. Jessica Freed	
Counselor M	Mr. Ryan Hall	
Counselor N, O, P	Ms. Jennifer Witt	
Social Worker	Ms. Lisa Catalano	
Psychologist	Ms. Abigail Henning	

TEAM Q-Z 630-420-6504

Dean of Students	Mr. Steve Madden	
Counselor Q, U-Z	Mr. Brian LaPorte	
Counselor R, Su-Sz, T	Ms. Ebony Baker	
Counselor S-St	Mr. Angelo Georgacopoulos	
Social Worker	Ms. Robin Amberger	
Psychologist	Ms. Abigail Henning	
Dean of Intervention	Ms. Jennifer Hervey	630-420-6505
SRO	Officer Brett Heun	630-420-6613

INSTRUCTIONAL COORDINATORS (DEPARTMENT CHAIRS)

Academic Support	Ms. Heather Schild	630-420-6512
Career/Technical Ed.	Mr. Jay Wachtel	630-420-6487
Communication Arts	Ms. Helena Hitzeman	630-420-6557
Fine Arts	Mr. Nick Janssen	630-420-6512
Mathematics	Mr. Howard Phelan	630-420-6513
P.E./Health/Dr. Ed	Mr. John Fiore	630-420-4252
Science	Mr. Andy McWhirter	630-420-6513
Social Sciences	Ms. Eleanor Barbino	630-420-3258
Special Education	Ms. Erin LeRoy & Ms. Melissa Mitchem	630-420-4040
World/Classical Languages	Ms. Carrie Ray	630-420-3258
ELL 9-12 Coordinator	Ms. Suzanna Schweer	630-369-2138



QUICK GLANCE OF WHO WE ARE

ESTABLISHED: 1970

STUDENT POPULATION: 3,000

SCHOOL COLORS: Orange & Blue

SCHOOL MASCOT: Huskie

CONFERENCE: DuPage Valley Conference

AVERAGE ACT SCORE: 25.6

ATHLETICS: 25 VARSITY SPORTS; over 200 DVC TITLES;

88 FINAL FOUR APPEARANCES; 17 STATE TITLES

ACTIVITIES: 100 EXTRA-CURRICULAR PROGRAMS

WEBSITE: <http://schools.naperville203.org/north/>

Naperville North High School School Song

(Cymbals) What's the word?

Fight! Fight! Fight!

**The word is fight, fight, fight for Naperville
Let every loyal Huskie sing.**

**The word is fight, fight, fight for Naperville
Until the walls and rafters ring (Rah-Rah)
C'mon and cheer, cheer, cheer, for Naperville
We're gonna cheer until we hear the final gun.
The word is fight, fight, fight, for Naperville
until the game is won.**

H*U*S*K*I*E*S. Huskies, Huskies are the best!

HOME OF THE HUSKIES



QUICK GLANCE OF WHERE TO GO

MAIN OFFICE

Speak to Principal or Asst. Principals
Pay school fines

ACTIVITIES OFFICE

Sign up for an activity
Get a dance guest pass
Graduation information

ATHLETIC OFFICE

Turn in your sport physical
Get a sport schedule

ATTENDANCE OFFICE

Get a pass to leave school
(parent must call first)
Get a pre-planned absence form

CAI OFFICE

Get your computer password

FRONT DESK

Get a PLASCO tardy pass to class
Get a pass to leave school
(parent must call first)

HEALTH OFFICE

If you feel sick (fever, stomach ache)
All medications need to be taken here

LITERACY CENTER

Tutoring

S.R.O. (POLICE) OFFICE

Report lost/stolen items
Report information

STUDENT SERVICES

Speak to Counselor, Social Worker, Dean
Schedule your classes
Locker information
Get a student ID
Get a work permit
Lost & Found (SS2 Office)
Request a transcript (Registrar's Office)

SCHOOL TIP LINE

Anytime the immediate safety or well-being of an individual is at stake, **please CALL local authorities and school administrators immediately**. If you have information about an incident that has happened or you believe may take place, you are encouraged to contact school administration or submit information via **Tip203**. Every effort will be made to maintain confidentiality. All concerns will be investigated in a timely manner by the appropriate personnel. Please be aware that **Tip203** is not continually monitored, and therefore time-sensitive issues of student safety should be reported directly to a school administrator or local authorities.

Whether your concern is regarding an incident that has already occurred or one that is about to take place, please submit your issue along with any details you have and let us investigate. Information you provide to **Tip203** may include, but is not limited to: fights or assaults; incidents of bullying; harassment; intimidation; cyber-bullying; use or sale of drugs; or any crime against children or the school.

Go to this link to report a concern:

<http://www.naperville203.org/parents-students/tip203.asp>

FREQUENTLY ASKED STUDENT QUESTIONS

Where is the lost and found?

Student Services 2 Office

How do I report something stolen?

Go to the Student Services Office (1 or 2) and fill out a form; you can also report to the School Resource Officer (office is on the 2nd floor by the Upper Auditorium).

What if I forgot my locker combination?

Go to the Student Services Office, show your ID, and the secretary can give you your combination.

How do I get a parking pass?

Parking passes are for seniors only. Seniors must complete applications prior to the start of the school year. Information on parking can be obtained in the Student Services 2 Office or online in Naviance.

Can I change my lunch period?

No. Due to the volume of students and scheduling, we cannot make lunch period changes to schedules.

How do I sign up for the ACT?

You can sign up for the ACT online at <http://www.act.org/aap/>.

Where do I get a work permit?

Student Services Offices (1 or 2)

Where do I get a student ID?

Student Services 1 Office; student IDs are \$5.

Where do I get a dance guest pass?

Student Activities Office (by Small Café)

Where do I get a pre-planned absence form?

Attendance Office

Where do I buy a ticket to a game/dance/play?

Tickets to athletic events are purchased at the door/gate of the event.

Dance tickets are purchased in the Student Activities Office.

Play/Performance tickets are purchased at the Box Office the day of performance, or may be purchased online through the school website.

FREQUENTLY ASKED PARENT QUESTIONS

How can I contact a teacher or staff member?

Phone numbers and email addresses are all online. Generally, a staff member's email is the first initial of their first name and complete last name @naperville203.org (i.e. jsmith@naperville203.org).

How do I arrange for a long-term absence for my child?

If your child is going to miss school for any extended period of time you should contact the attendance office to obtain a pre-planned absence form. The completed paperwork must be submitted at least two days before the absence. Absences three days or longer will require the approval of the Assistant Principal. Students are required to complete all missed work.

Does the school have a lost and found?

Yes, all lost items are turned into the Student Services 2 Office. At the end of each quarter, unclaimed clothing, books and other items are donated to charity.

How do I add money to my student's lunch account?

Your student can go to the cashier in the lunch line and give them a check or online through cafeprepay.com (*service fee applies*)

Where do I sign-up for the ACT, SAT, and college visits?

Students register for national ACT tests on www.actstudent.org. It is imperative that students pay close attention to deadlines and locations when signing up, and a photo ID must be uploaded to the student application. Similarly, students sign-up for the national SAT – and any additional subject tests – at www.collegeboard.org. Both websites accept payments electronically, so students are advised to include parents or guardians in the registration process.

Students may sign-up for NNHS college visits through *Naviance* (contact the assigned school counselor if log-in credentials have been misplaced or forgotten) or by visiting the College & Career Center, located in the Learning Commons.

Typically, NNHS welcomes close to 300 representatives each year from colleges and universities throughout the country.

Where do I sign up for activities and get dance passes?

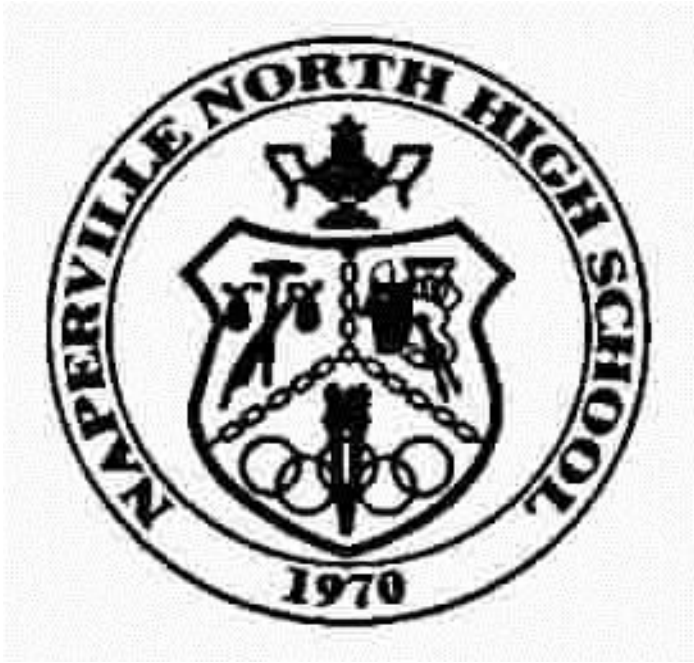
Students can sign up for activities, retrieve dance passes/forms/tickets, and get graduation information from the Student Activities Office located off the Small Café.



STUDENT ASSIGNMENT CALENDAR



GENERAL INFORMATION
NNHS A-Z



An educational environment must be one that emphasizes positive experiences and opportunities for all persons. To achieve this goal, Naperville North strives to create a community of staff and students who work cooperatively, respect each others' rights and individuality, and contribute positively to the school. The items that follow reflect our efforts to establish and maintain an appropriate focus on a positive educational environment.

RESPONSIBILITIES AS MEMBERS OF A SCHOOL COMMUNITY

Students are expected to:

- Respect parents, fellow students, school personnel, and the public.
- Attend school on a regular basis and be on time for classes.
- Read, be familiar with, and cooperate with the Student Handbook.
- Accept the possible consequences for violations of rules.
- Assist in communication between school and home.
- Help develop a sense of community within the school.

Parents are expected to:

- Respect their children and impart respect for students, school personnel and the public.
- Accept the overall responsibility for the actions of their children and the possible consequences of those actions.
- Explain school rules to their children and cooperate with the school in the implementation of school rules.
- Teach their children respect for school rules and for local, state and federal laws; for school property and the property of others.
- Respond to any school communication when a reply is requested.
- Help develop a sense of community within the school.

Teachers are expected to:

- Respect students, parents, and school personnel and the public.
- Help students feel they belong and provide assistance to students when needed.
- Explain, maintain, and enforce school rules and regulations.
- Communicate as necessary with students, parents, and school personnel when possible violations of the discipline procedure occur.
- Discuss and refer to appropriate school personnel those problems requiring special attention and accept responsibility to share in planning a program to help the students.
- Help develop a sense of community within the school.

Administrators are expected to:

- Respect students, parents, school personnel and the public.
- Exercise and/or properly delegate the authority and responsibility under federal and state laws and the Board of Education in regards to the Student Handbook.
- Establish, explain, maintain, and enforce school building rules consistent with the Board of Education.
- Communicate as necessary with students, parents, and school personnel when possible violations of the school building rules exist.
- Lend appropriate support to school personnel in the performance of their professional responsibilities.
- Help develop a sense of community within the school.

ACTIVITIES WHICH ARE NOT OPEN TO THE PUBLIC

An I.D. card is required for admittance. All class activities are non-date affairs and only members of the sponsoring class will be admitted. Students must be dressed in appropriate school attire to be admitted to any school function.

ACTIVITIES WHICH ARE OPEN TO THE PUBLIC

I.D. cards are not necessary for admission. Students may buy general admission tickets at the gate or box office. Students may use their athletic pass at all home athletic games except for IHSA Tournaments and Invitational Meets. Students may use their Performing Arts pass to attend the Fall and Spring plays, musical, and one-act plays.

ASSEMBLIES

Assemblies will include athletic recognition, guest speakers, musical and dramatic programs, awards and programs presented by classes and other school organizations. Students are seated in the auditorium, field house or contest gym according to procedures established by the administration and faculty. Please provide courteous attention and appreciation to those presiding, as well as those involved in the performance or presentation of the assembly. All behavioral expectations and school rules remain in effect during assemblies.

DANCES

Dances and other events are sponsored by various student organizations. The faculty sponsors in charge of the dance or party are responsible for all of the evening's activities. Students are not permitted to leave and re-enter the event a second time. Parents who are invited to school dances or parties fall into two categories: those who come as workers and chaperones, and those who come as guests. In the first case, parents should be informed by the sponsor of their duties.

Students must enter and leave by the doors nearest the facility of the activity. Students must bring their school ID in order to enter the dance. Doors to the dance close an hour after the event begins; students will not be allowed entrance after that time. Students will not be allowed to re-enter a dance once they have left. Students must make arrangements ahead of time to be picked up by the end time of the dance. School dress is proper for most dances. Formal dances (i.e. Homecoming, Spring, and Prom) require dresses, and dress shirt and tie or suits.

In order to provide an appropriate and safe environment for all students, the following expectations for our dances have been developed in cooperation with staff and students.

Students need to demonstrate appropriate and respectful behavior at all times. This includes the following:

- Show respect for self and others relative to space and actions.
- Refrain from dancing that is sexually explicit, including "grinding."
- Abide by all other expectations set forth in the student handbook, district discipline policy and co-curricular code.
- No front to back dancing is allowed.

Administrative supervision will make all final decisions regarding this policy. Students who do not abide by these standards may be asked to leave the dance and will receive consequences according to current school regulations, which include losing the privilege of attending the next major dance (i.e. Homecoming, Disco, Spring, Prom) and any end of the year Senior activities. Upon being asked to leave the dance, students do not have to leave the building, but may not be present in any part of the dance. They may use a cell phone or school phone to call a parent/guardian, and wait inside the building for a ride home.

Guest Pass Procedure

A guest pass is required for all non-North students to attend a Naperville North High School Dance. The Dance Policy allows a NNHS student to bring one guest to dances such as Homecoming, Spring and Prom. A Guest Pass Form is provided in this handbook, and may also be picked up in the Student Activities Office or downloaded from the school web site. This form must be completed with an Administrator, parent, and guest signature. The completed Guest Pass Form must be presented when purchasing dance tickets. **There will be no exceptions to this form.** A special guest ticket will be handed out in addition to the dance ticket. Both are to be turned in at the door, the night of the event.

- **A guest must be at least enrolled in the 9th grade. Guests over the age of 21 are not allowed at the event.**
- A guest must be in good standing.
- A guest must present a picture ID at the door and have it available all night, upon request.
- All approved guests are required to abide with all the rules and expectations of Naperville North students. Failure to do so may result in **both** the Naperville North student and the guest being removed from the dance.

NAPERVILLE NORTH HIGH SCHOOL
Dance Guest Pass

The Dance Policy at Naperville North High School allows an NNHS student to bring one guest to dances, provided that the following information is completed prior to the event. Guests are only allowed at dances and events with advance ticket sales. *The guest ticket cannot be purchased without this completed form being turned in at the site of sales. A guest ticket will be handed out in addition to the dance ticket. Both are to be turned in at the door, the night of the event.*

A guest must be at least enrolled in the 9th grade. Guests must either be enrolled in high school, or a high school graduate. Guests must present a picture ID at the door, and have it available all night, upon request. No guest the age of 21 or over will be permitted in the dance.

Guest of (NNHS Student Name) _____

I.D. # of NNHS Student _____

Guest's Name _____

Guest's Phone Number _____

Guest's Address _____

Guest Agreement

I am willing to abide to the Policies and Procedures of Naperville North High School, as discussed on the dance tickets and Student Handbook. I realize as a guest of Naperville North, I am required to abide by all the rules and expectations of Naperville North students. I understand that failure to do so could result in being removed from the dance.

Students need to demonstrate appropriate behavior and show respect for themselves, staff and peers at all times, in all locations. This includes the following:

- Show respect for self and others relative to space and actions.
- Refrain from dancing that is sexually explicit.
- Front to back dancing will not be permitted.
- Abide by all other expectations set forth in the student handbook, district discipline policy and co-curricular code.

All of the behaviors stated above apply to all on and off campus dances sponsored by NNHS.

All NNHS students and guests, who do not abide by these standards may be asked to leave the dance without warning and will receive consequences according to current school regulations. Consequences for NNHS students will result in relinquishing Senior end-of-the-year activities (Exit With Pride and Senior Brunch) or the Homecoming Dance (Freshman, Sophomores, and Juniors).

By purchasing tickets, I agree to these expectations.

Signature of Guest Date

Signature of NNHS Student Date

If currently enrolled in another high school, a Dean, Administrator, or Counselor of that school must complete the following information. (HS graduates and college students only need to complete the above information.)

The above-named student is in the _____ grade at _____

They are in good standing, and recommended for attendance at a Naperville North High School dance.

Signature

Position

MAKE DANCE PASS ITS OWN PAGE SO IT CAN BE TORN OUT AND TURNED IN

DELIVERIES AND MESSAGES

To minimize interruptions to the classroom, messages will be limited to school related business; exceptions will be based on the level of urgency. Flowers, candy, balloons, etc. are not permitted to be dropped off for delivery, regardless of the occasion. Only parents and family members are permitted to drop off items for delivery, which may be subject to search. Only phone messages of an emergency nature will be delivered, and should be directed to the attention of the student's Dean. Routine messages and items cannot be delivered to students.

DRESS CODE

An individual's dress, personal appearance, and cleanliness, demonstrates his/her sensitivity to and respect for self and others. Although individual appearance is primarily the responsibility of the student and parents, this dress code, as administered by school personnel, will promote the health, safety, and appropriateness of student attire. **If, in the judgment of school officials, a student's dress or appearance interferes with the educational program, the student will be required to change, and a parent will be notified.** In some cases, if the student is not able to have a change of clothing available, then they may be sent home.

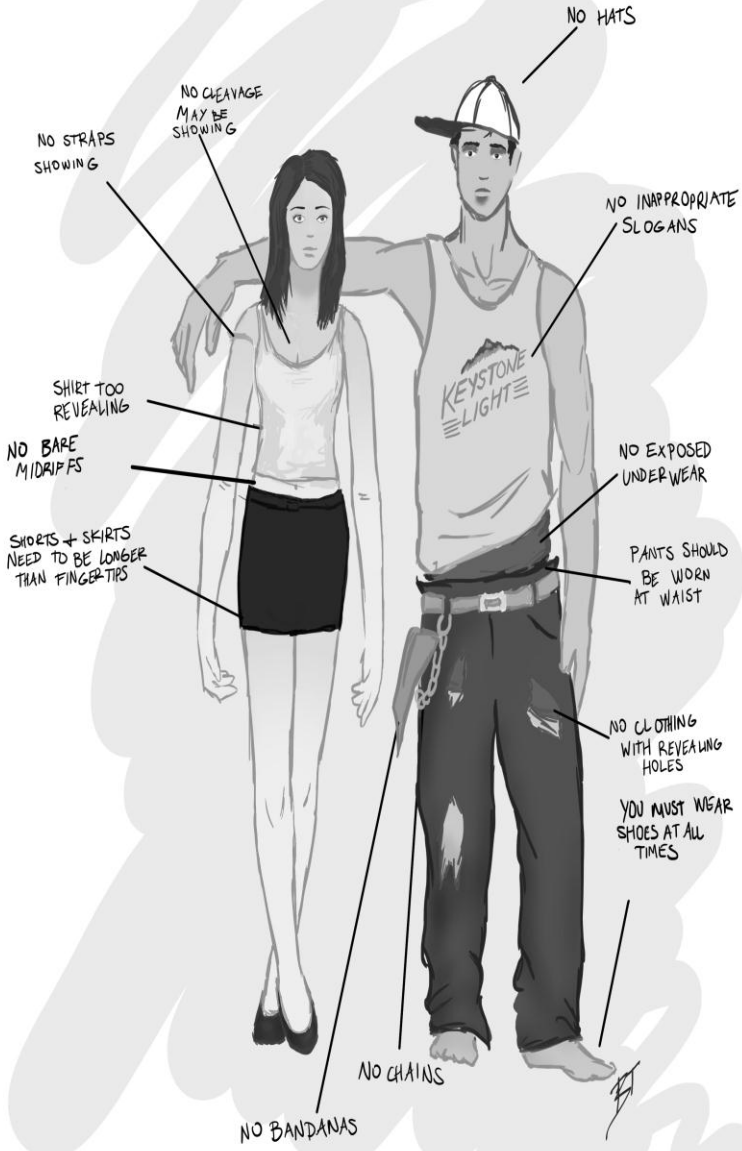
Guidelines for appropriate student attire:

- No clothing considered to be revealing will be allowed. This includes but is not limited to shirts which reveal bare midriffs, shirts with bare backs, shirts with spaghetti straps, shirts with only one shoulder, see through attire, shirts without two straps, or clothing with revealing holes or low-cut necklines;
- When standing and walking, top attire must touch bottom attire all the way around;
- Tops must cover back, cleavage, and sides of the body;
- All undergarments must be covered by outer attire;
- Bottom attire must extend below the fingertips (arms hanging to the side) and must ride above the hips;
- Students must cover at least the bottom of the foot with footwear that protects the foot and does no harm to others or school property and is appropriate to the curriculum in the class.
- Clothing should be safe for the environment.

Not allowed:

- Long and/or heavy chains or accessories with sharp or pointed protrusions;
- Any accessory that could be used as a weapon;
- Attire or accessories that directly, by innuendo, or look-alike promote alcohol, drugs, sex, profanity, violence, death, gangs, Satanism/occultism, etc.
- Attire or accessories that conceal identity;
- Head coverings may not be worn in the building during the school day (including co-curricular activities after school hours) including hats, baseball caps, knit caps and hoods;
- Bandanas are allowed to be worn as headbands, but not as a head covering;
- Coats and jackets may not be worn in the building during the school day;
- Hats, head-coverings and coats may not be carried in the building during the school day--they are to be stored in student lockers.
- Recognized religious attire is exempt from the preceding rules.

DRESS CODE



Dances:

At any school function, NNHS personnel reserve the right to determine appropriate dress. Inappropriate items may be confiscated by staff and turned over to the Dean. Parents will be required to pick up items from the Dean's Office.

At "formal" dances -- Homecoming, Spring, and Prom -- no jeans or shorts are allowed. When standing and walking, top attire must touch bottom attire all the way around. Students not properly dressed will be sent home to change clothes and/or they will not be allowed to participate in the dance.

**Swimsuits for Physical Education Classes:**

The expectations for student apparel to be worn during the aquatics unit in Physical Education are as follows:

Female students have two options: (1) A one piece swim suit that provides for appropriate modesty in a co-educational class; (2) A "swim shirt" to be worn over a two-piece suit. The "swim shirt" must cover the chest and mid-riff. Regular cotton t-shirts are not considered equivalent to a "swim shirt".

Male students are expected to wear "trunks" with a liner. "Brief" style suits will not be allowed. Swim classes are co-educational and your child's compliance is required and appreciated.

ELECTRONIC DEVICES

Cell Phones: Students may be in possession of cell phones, pagers and other electronic devices during the school day. The use of cell phones is strictly prohibited in the classroom unless permission has been granted by the teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of these devices is allowed during non-instructional time (passing periods, lunch periods, before and after school).

Music: The use of ear buds and headphones are strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. Students are permitted to use one ear bud or headphone during non-instructional time (passing periods, lunch, before and after school) to ensure safety and security.

Cameras: Use of electronic devices to take, display, or send images without permission is prohibited on school grounds during the course of the school day. The use of any electronic device in locker rooms and restrooms is strictly prohibited at all times.

ELEVATOR

The convenience of an elevator will be provided to any student/staff member who has a permanent or temporary physical disability. During emergency situations or emergency drills the elevator cannot be in use. Students must be authorized by the school nurse to use the elevator. Campus Supervisors will allow access to the elevator to authorized students.

EMERGENCY PROCEDURES

Emergency Announcements

Announcements due to inclement weather or other unusual circumstances will be made over the PA at the appropriate time during the school day. As information becomes available, we will provide an emergency message on some or all of the following communication venues: Telephone "All Call", "Talk 203" (e-mail), the school web site (<http://schools.naperville203.org/north/>), and/or on the introductory school message at 420-6480.

Emergency School Closing

Information relative to school closing, transportation information, or the early closing of school will be posted on the school/district website and on the school/district Twitter account; as well as aired on the following radio stations:

WFXW 1480 AM WMRO 1280 AM WAUR 108 FM WGN 720

Fire and Severe Weather Drills

Fire and severe weather drills will be held periodically. At the beginning of the school year, teachers will be given the procedures to follow in the event of a drill. Each drill will be designated with a specific bell tone and announcement. A final bell and announcement will be broadcast as the "all clear" signal during the drills. Drill regulations and evacuation routes are posted in each room.

Fire alarm general procedures for all students:

1. Students will not run, but move rapidly in a quiet and orderly fashion to the proper exit.
2. The teachers will see that all room windows and doors are closed and lights turned off.

3. Absolute cooperation of students is needed in emergency situations. There should be no talking during exiting or re-entering of the building so announcements can be heard.
4. Upon leaving the building, each class will move to the area designated by their teacher at least 100 feet away from the buildings and remain there until the return signal is given. Students should not congregate on the roadways.

Severe weather drills and general procedures for all students

1. All students and teachers are to move immediately to their designated shelter when a disaster warning is announced.
2. All persons are to assume a seated position on the floor with head down and hands locked over the head, facing the wall. Students should remain in their designated area until an 'all clear' bell is rung and an announcement is made.
3. If a severe weather condition occurs near dismissal time, students will be kept at school until the weather improves.

Extended Evacuation

In the event that an extended evacuation is warranted (i.e. bomb threat, large fire, etc.) all students should report to the Football Stadium and check in with their 2nd period teacher, regardless of the class period they are currently in during the evacuation. The 2nd period teacher will take attendance for his/her 2nd period roster and report the records directly to his/her Instructional Coordinator, which will be relayed to the Press Box, our communication center during such a drill. Students are to remain in the Stadium with their 2nd period teacher until the 'all clear' signal and announcement are made.

Safe / Secure Procedures

In the event of a dangerous or critical situation or a canine search of the building, the following procedures will be implemented. These procedures will maximize our ability to keep students and staff safe during any situation when a heightened level of security is necessary.

1. Upon the alarm, students should remain in their assigned seat in the classroom and listen to the P.A. instructions. If in an open class area (Cafeteria, CAI, P.E., or senior study) students should follow the directions of the staff member present.
2. If you are out of class in the halls during the alarm, proceed to the nearest classroom and remain with the class until the situation is resolved. The teacher will take your name so that all students can be accounted for.
3. During an All Secure Safety Procedure students may not leave their secure area for any reason. This is for your safety and protection. If you become ill or there is an emergency, inform your teacher and he/she will call the Main Office. Someone will be sent to assist you as soon as possible. If you choose to leave without an escort of school personnel, you will be subject to disciplinary consequences.
4. Upon resolution of the incident, an "all clear" will be sounded to resume normal activities.

FIELD TRIPS

All in-school field trips require parent permission unless it takes place entirely during the regularly scheduled class time.

- Students have the option of attending the field trip or attending regularly scheduled classes without penalty for either decision. All work missed may be made up for full credit.
- Students will be directly supervised by adult chaperones (and attendance will be taken) until the time they are released to other classes, activities, or have secured appropriate transportation home.
- All school rules are in effect throughout the duration of the field trip.
- Administration retains the privilege of restricting field trip attendance.

Controversial Speakers: to accomplish a special course objective, speakers are invited to talk on topics which a student or parent may find objectionable. If a topic is judged to be controversial, the teacher will inform the students. If the parent requests an exception, the student will not participate in the class on the day of the presentation. There will be no grade penalty for the prearranged nonattendance.

"FIRST CLASS"

Naperville North High School is an outstanding school because of its students, staff and community. Each year we strive to make our school an even better place to learn and work. Since we spend more than 37 hours per week together, we owe it to each other to make our time a quality experience. We can do this by being aware of each other's expectations and ensuring that our actions reflect this understanding.

"FIRST CLASS", a school improvement initiative, is dedicated to promoting the mission of the District 203. Our foundation is supported by these nine principles:



1. **INDIVIDUALITY**-displaying personal attributes without compromising the uniqueness of others.
2. **ATTITUDE**-positive outlook and approach to life.
3. **CITIZENSHIP**-appreciating your rights and fulfilling your duties by getting involved in your school, community, city, state, and nation.
4. **CARING**-to be concerned, supportive, and interested in the well-being of others.
5. **TRUSTWORTHINESS**- the reliability, honesty and loyalty that one possesses.
6. **RESPONSIBILITY**- personal accountability for one's own actions & moral decisions.
7. **INTEGRITY**- standing up for your beliefs and acting on your convictions using sound moral principle.
8. **RESPECT**- treat others how you want to be treated, with consideration for other people, property, and feelings.
9. **TOLERANCE/ACCEPTANCE**- recognizing others for their character, abilities, and conduct by placing high value on promoting equality.

I.D. CARDS

I.D. cards will be issued during registration. Every student must have an I.D. card and carry the card with them at all times while in school or involved in a school activity; failure to do so may result in a consequence. Upon request, a student shall present the I.D. card to any school employee. I.D. cards that have been lost must be replaced immediately for a \$5 fee through the Student Services Office.

LINK CREW

Link Crew is a high school orientation and transition program that increases freshmen success. Members of the junior and senior class are trained to be Link Crew Leaders who act as positive role models, motivators, and student mentors. Link Crew Leaders and teachers help guide the freshmen to discover what it takes to be successful during their high school transition. As freshman success increases, the benefits to the school climate and culture become apparent; Link Crew schools report having greater student connection, increased extracurricular participation, fewer discipline issues and improved academic performance. Link Crew schools value the service-learning and character development achieved through this proven high school orientation program. Our freshmen class will walk away having a strong connection to several peers and staff from day one. This relationship will continue throughout their freshman year and the years to come. The students meet once per week for the first semester. On the days a student has Link Crew, he/she will quickly get lunch and bring their lunch to the Link Crew classroom. On the days a student is not in Link Crew, he/she will have a 50-minute lunch period. When and where each student should report for Link Crew will be on his/her schedule. While Link Crew only officially meets for the first semester; the relationships will continue through organized events throughout the year.



LOCKERS (Hall Lockers & P.E. Lockers)

Students will have access to a locker at school. Single lockers may not be connected to one another in any way; failure to follow this policy will result in a written referral for damage to school property. Students are financially responsible for any damage to their assigned locker. In addition, the school is not responsible for lost or stolen articles. Mechanical problems, theft and personal problems should be directed to the Student Services Office or School Resource Officer.

The school maintains ownership of each locker and has the authority to search any locker if there is reasonable cause to believe items of an illegal or dangerous nature are contained therein. Students will also be assigned a locker in the P.E. area. Students are required to purchase and use a school lock for their P. E. locker. This lock must be purchased through the NNHS School Store or the Physical Education Department. Any non-school issued lock will be cut off and students will be responsible for replacing it with a school-issued lock.

Locker Security: In order to protect the contents of your locker, students should follow a few helpful suggestions:

1. Do not give your combination to anyone.
2. **Always remember to lock your gym lock.** Secure the clasp and spin the dial after you shut the door.
3. Store only coats, books, etc in your locker. Do not store valuables.
4. Do not share hall or gym lockers.

LOST AND FOUND

A lost and found center is maintained in the Student Services 2 Office for clothing, textbooks, and other valuables. All found items should be turned in to the SS2 Office. All claims for lost articles should be presented there. Unclaimed articles are turned over to charitable organizations at the end of each quarter.

LUNCH

Students may bring lunch from home or purchase lunch or a la carte items through the food service. Students are prohibited from having food delivered to the school for their lunch. Students may eat in either cafeteria, but must remain at their table during the entire lunch period. Naperville North is a closed campus for lunch for freshmen, sophomores and juniors. Any student who leaves the building unauthorized will receive disciplinary consequences. In addition, students who have multiple off campus violations may lose their open campus lunch privilege during their senior year.

“Senior Open Lunch” is the only exception to the closed campus lunch concept. This program is available to all seniors who have a signed permission slip on file. Seniors need to have a valid ID card with them when leaving campus; if they do not possess a valid ID they will not be allowed to leave campus. When exiting the building, seniors may only use doors 8 & 19. In the event of inclement weather, the administration reserves the right to cancel the program for the day.

Seniors may lose the privilege if:

- they accumulate an excessive amount of tardies or trancies
- they are suspended for disciplinary reasons
- they use inappropriate doors to enter or exit the campus for lunch
- they fail to carry a valid ID card with them
- they misuse the privilege at the deans' discretion

Behavior will be tracked for a class over the freshmen, sophomore, and junior years. This information will be used to determine if a particular class earns the privilege of open campus lunch as seniors.

STUDENT PARKING PROCEDURES

Parking regulations are strictly enforced. **ONLY SENIOR STUDENTS are allowed to park on campus; if underclassmen park unauthorized in school lots they will be towed, as well as lose their privilege to park in the lot as a senior.**

Suspension of parking privileges and/or towing of vehicles may occur if a student violates the following regulations:

- Obey all rules of safe driving and parking in the designated lots.
- No smoking in your car on school district property.
- Do not leave the school grounds until your scheduled dismissal time or during authorized open campus times.
- Attend all classes, every day, on time.
- Do not transport underclassmen or any unauthorized students off school grounds during the school day or during open campus times.
- You are responsible for displaying your parking permit at all times. Failure to do so may result in your car being towed.
- Only park in lined spaces that are designated as Senior spaces. Do not park in any reserved or staff parking spaces. Cars parked outside of the lined spaces or in inappropriate spaces will be towed without notice. This notification constitutes your warning.
- Any falsifying of hang tags may result in loss of any future parking privileges, including failure to obtain a parking tag during one's senior year.
- Any purchase and/or sale of parking tags among students is not permitted.
- Failure to comply with the above rules and regulations will result in disciplinary action, the possibility of loss of parking permit, and may result in the vehicle being towed.
- If two seniors are sharing a parking pass and they wish to terminate their agreement, they must submit a request in writing to Dean Madden.

Lost permits will be replaced one time only by students purchasing a replacement tag for a fee in the Student Services Office.

Designated Student Parking Areas:

- West parking lot (Athletic entrance)
- South auditorium lot (other than the first row by the hill – this is staff only)
- Tennis court area

Unregistered vehicles: The students who drive without a parking permit will need to park on the appropriate side streets surrounding the campus. Students are encouraged not to park north of Ogden Avenue due to the safety conditions. Students should follow all parking regulations posted by the city and surrounding businesses. It is not the responsibility of Naperville North High School for any damages or theft that occurs off campus. Students who do not have parking privileges are encouraged to use the bus transportation to and from school.

Handicapped Parking: Only properly authorized vehicles may park in Handicapped spots. Unauthorized cars may be ticketed by the Naperville Police Department.

Failure to comply with the above rules and regulations will result in disciplinary action, the possibility of loss of parking permit, and may result in the vehicle being towed at the owner's expense.

RELIGIOUS HOLIDAYS

Naperville North High School makes every attempt to work with our community to avoid scheduling extra-curricular events on major religious holidays. However, with the volume of events to schedule in a finite school calendar, it is not always possible to avoid every religious holiday. It is our desire to respect the religious practices of every family in our school. If a conflict occurs, students are encouraged to celebrate the religious observances with the school's full support. Early communication with coaches and sponsors is critical in such cases. Please check all published schedules for potential conflicts.

SKATEBOARDS, ROLLERBLADES, ETC.

Skateboards, bicycles, rollerblades, hover boards or any other transportation devices are not allowed at any time within the building. Bicycles may be ridden to school and should be locked up at the appropriate bike racks provided.

SMOKING

State and federal regulations prohibit smoking on school district property. Smoking, possession, or use of conventional or electronic tobacco products is prohibited on school grounds, within visible sight of the school property, or on property adjacent to the school boundaries. Violators are subject to school disciplinary action and police enforcement.

SPORTING EQUIPMENT

Students may not use or possess hackey sacs, frisbees, basketballs or any other sporting equipment in the hallways, classrooms, or any other unauthorized areas. These pieces of equipment must be stored in student lockers during the school day. Failure to comply with this will result in confiscation of the equipment and a written referral. If equipment is confiscated, it may be picked up in the student's Deans' Office after school.

STUDENT PICK UP/DROP OFF POLICY

Students who receive a ride to school should be dropped off and picked up on the north side of the building between 7:00 - 7:30 am and 3:10 - 3:30 pm. Pickup and drop off for early dismissal and late arrivals during the school day may use the north or south entrance to the building.

TALK 203/TALK NNHS

Talk203 is District 203's communication system, which combines both telephone and email notifications to our families, staff and community within one provider, Blackboard Connect. Messages are issued at both the school and district-wide level. They include information regarding upcoming events, important decisions affecting students and staff, and to emergency bulletins such as weather-related school closings.

Since Talk203 is tied to our Student Information System, any parent who has provided a phone number and an email address to the District during the student registration process will automatically be included in the database to receive Talk203 messages. If you did not provide an email address at registration, you may be added to the system (or change your existing information) by logging into your Infinite Campus Portal, accessible from the homepage of the District website: www.naperville203.org. If you need assistance with Infinite Campus, please call (630)420-6825.

Community members may also sign up to receive district-wide Talk203 messages by clicking on the Community Talk203 button found on the left side of District 203's homepage.

TRESPASS NOTICE

No person or persons are to enter school property without legitimate reasons for being present. Trespassing on state-supported land is specifically forbidden by Chapter 38, Section 21-5 of the Illinois Criminal Code and by Naperville City Code, Chapter 10, Section 2-4-1. Naperville North will be guided by the state and city ordinance regarding trespassing. Those people found trespassing will be reported to the Naperville Police Department and evicted from the building. Parents and visitors should refer to the "visitors" section of this handbook.

VIDEOTAPING AND PHOTOGRAPHING STUDENTS

During the course of the school year your child(ren) will be involved in many school activities that may be captured on video or photographed for sharing and/or placement in the school, on the website, or in District publications. Videotaping and photographing of children in special education settings for non-educational purposes will be authorized only with parental consent. Outside of special education settings, students may be videotaped or photographed by parents, observers, school employees, students and news media personnel from time to time while participating in school activities. If you desire that your student not be videotaped or photographed in these circumstances (outside of special education settings), please be sure to sign the Permissions Denial form that is sent annually in the registration packet and return it to the school. This form also provides for exclusion of family contact information (address and phone number) in the Home & School Directory. The Permissions Denial form must be signed and submitted to the principal at the beginning of each school year to avoid any misunderstandings. The form may be accessed on the District 203 website at the following link:

<http://www.naperville203.org/assets/PermissionsDenialForm%2Epdf>

VISITOR POLICY

While every attempt is made to be cordial and helpful to those visitors who have business in the school, there is also an attempt made to discourage all-day student visitors. The goal is to minimize disruptions to the educational process in the classroom. All visitors should follow the appropriate guidelines listed below.

Volunteers and visitors should be aware that they may be exposed to contagious diseases when they are in schools. Persons who may be pregnant or have a poor immune system are most at risk. Please direct your questions to the school nurse or health technician should you have reason to be concerned (630-420-6499).

Adults

- Sign in at the main entrance.
- Show driver's license or picture identification.
- Secure and wear the visitor's badge.
- Return badge and sign out.

Alumni

- Contact a current staff member to make an appointment.
- Bring evidence of appointment to main entrance (email, etc.) and sign in.
- Show driver's license or picture identification.
- Secure and wear the visitor's badge.
- Wait for staff member to arrive at front desk in order to act as escort.
- Return badge and sign out.
- No student visitors will be allowed the first week or last two weeks of a semester.

Students

The only students that will be allowed as visitors in the building are international and parochial students. All student visits must be prearranged 48 hours in advance with the Director of Student Services. No visits will be permitted the first week or last 2 weeks of each semester. Guests may not be students in public schools in DuPage County or any surrounding county. All guests must be of high school age; therefore visiting international students must be between the ages of 13 and 19. It is the NNHS hosting student's responsibility to be sure that all procedures are followed properly.

- Sign in at the main entrance
- Show driver's license or picture identification
- Secure and wear the visitor's badge
- Return badge and sign out

SCHOOL PROCEDURES



ATTENDANCE PROCEDURES

NNHS Attendance Procedures and Consequences

There is a positive relationship between regular attendance and academic success. Therefore, it is of the utmost importance that students be present in class. Regular attendance and punctuality are essential if students are to make use of the educational opportunities that school offers. Parents, guardians or those having legal custody, have the responsibility for their student's regular school attendance; therefore, they are the only people who may call the school to report or resolve absences, regardless of student age.

Vacations are not considered valid reason for student absence. While we consider family time important, we encourage vacations to be scheduled around the school calendar.

Reporting Student Absences:

1. If a student is absent the parent or guardian is required to report the absence by calling 630-420-6982. The system can accept a message 24 hours a day. The call must be placed by a parent or guardian only by 11:30 AM, in order for the absence to be considered excused.
2. Failure to contact the Attendance Office within 48 hours will result in an unexcused absence/truancy, and appropriate disciplinary consequences will be assigned.

Note: Students who are reported absent by a parent or guardian must leave the school premises for the duration of their reported absence. Students are not permitted to be reported absent and stay in the building.

Reporting All Day Absences:

1. Call 630-420-6982 (press 1) and be prepared to report student name and ID#.
2. Please follow the directions of the menu.
3. If a student is being reported absent for the 3rd consecutive day, please additionally report that absence to the student's Dean.

Reporting Late Arrival/Early Dismissal Appointments:

1. Parents or guardians must call (630-420-6982; press 2) to report late arrivals, early dismissals and appointments.
2. **Late Arrivals:** student name, student ID, reason and time student will arrive late.
3. **Early Dismissals/Appointments:** student name, student ID, reason and time student will leave and return.
4. If a student needs to be excused during the school day, a parent must call 630-420-6982 (press 3). Students leaving campus without prior parent notification will result in truancy and disciplinary consequences.
5. Students must sign out and show the authorized dismissal pass when leaving and sign in when returning.

Reporting Procedures for Non-English Speaking Parents/Guardians:

1. A parent/guardian must call 630-420-6982 and press 1 for all day absences, or Press 2 for late arrival/early dismissal.
2. The parent/guardian can have student state their name, student ID, duration of absence, and language of parent.
3. Parent/guardian must confirm duration and reason for absence in their primary language.

Note: Students may be required to bring official documentation, including official doctor's notes to verify absences. The document should be brought to the attendance office upon the student's return to school. Failure to supply proper documentation can result in the absence being recorded as a truancy.

Pre-Planned Absences:

Pre-Planned absences represent an attempt by the Board of Education and the high school to accommodate special and unique needs for approved student absences from school. Students must notify their instructors in advance of all pre-planned absences. Some instructors may require that assignments be handed in prior to the absence. Students are permitted four pre-planned absences per year. Students who are absent for ten or more consecutive days will be dropped from their classes. If the student returns, he/she and their parents will need to register at the District Office.

Steps for Pre-Planned Absence Approval:

(Must be followed in sequence)

1. The student must submit a formal parental letter, requesting the pre-planned absence, to the Attendance Office at least 5 school days in advance of the absence.
2. The student will receive a "Pre-Planned Absence" form from the Attendance Office or Student Services Office.
3. The student confers with and obtains all teachers' signatures on the form.
4. The student takes the form home and obtains a parental signature.
5. In the event that the requested absence is longer than 2 days, the student will need to obtain the approval of the Assistant Principal of Curriculum and Instruction.
6. The form must be signed by all parties and returned to the Attendance Office at least two (2) school day prior to the absence.

FAILURE TO FOLLOW THE STEPS LISTED ABOVE MAY AFFECT STUDENT PRIVILEGES FOR HOMEWORK, QUIZZES, TESTS OR OTHER CLASSROOM ACTIVITIES.

Definitions of Absence Related Terms:

1. **AUTHORIZED ABSENCE:** Students are allowed full make-up privileges.
 - a. Illness and/or doctor's appointments
 - b. Death in the immediate family
 - c. Family emergency and/or parental request
 - d. Pre-planned absence (those situations beyond the control of the student as determined by the administration or circumstances which cause reasonable concern to the parent for the safety and health of the student)
 - e. Observance of a religious holiday
 - f. In-school suspensions
 - g. Field trips
 - h. Nurse appointments for an entire period
 - i. Hospitalization
 - j. Guidance appointments
 - k. Administrative reasons

2. **UNRESOLVED ABSENCE:** Unresolved absences must be resolved/cleared within 48 hours or the absence will be considered a truancy. If a student feels that he/she was incorrectly marked truant from a class period(s), it is his/her responsibility to resolve the absence(s) with the classroom teacher and his/her Dean.
3. **MAKE-UP PRIVILEGES:** It is the responsibility of the student to make contact with their teacher to make up work due to absences, pre-planned absences or field trips.
 - Truant absences have no make-up privileges.
 - Authorized absences have full make-up privileges.
 - Field trips are not pre-planned absences nor are they considered an absence by state mandatory guidelines. Students may be required to turn in homework prior to a field trip.
 - Pre-planned absences must be arranged with the Attendance office. The student will then make arrangements with teachers concerning due dates for make-up work. Students may be required to turn in assignments or take assessments prior to the absence.

Truancy Disciplinary Procedures:

Due to the positive relationship between regular attendance and academic success, it is essential that students attend class. Absence and tardiness limit the educational opportunities and benefits provided by classroom instruction. In addition, students who are absent from or tardy to class infringe upon the rights of those students in attendance and their teachers by disrupting the normal flow of an instructional program. For these reasons it is essential that students attend school on a regular basis and that absences are caused by legitimate and compelling reasons only. A concerted effort should be made by students and parent(s)/guardian(s) to avoid scheduling appointments and activities, which interfere with school attendance and class schedules.

A truant is defined as, "any student who absents himself or herself from attendance during all, or part of, a school day during the time when school is in session without parental permission or valid cause."

Below are the steps that will be followed should a student be found truant at Naperville North High School.

Single Period Truancy

- **First Incident** – may include dean meeting, 1 hour detention, and phone call home. If found to be off campus, an automatic 4 hour Saturday detention will be assigned.
- **Second Incident** – may include dean meeting, 2 hour detention, and phone call home.
- **Subsequent Single Period Truancy** – may include dean meeting, 4 hour detention and parent meeting.
- **Students with Truant absences** have no make-up privileges.

If a student is truant from a class five (5) times, he/she may be withdrawn from the class and placed in a study hall. No credit will be given and a withdrawn fail grade will be listed on the transcript. A notification system will exist to inform students and parent(s)/guardian(s) of these incidents of truancy. This notification system will provide that due process procedural rights are being accommodated.

In addition, community service hours may also be assigned to students in violation of the truancy policy.

Please be aware that it is the schools' responsibility to report chronically truant students to the DuPage County Regional Office of Education if they are in violation of Illinois School Code 11:90. The ROE may require the student and parent(s) to attend court and be placed on probation.

We encourage students and parents to be cognizant of class attendance at all times. A student or parent may obtain attendance records via the online Student Information System, Infinite Campus, or request a printout from the attendance office.

BUS POLICIES AND PROCEDURES

Students must present their ID to the bus driver every day upon entering the bus. Students may only ride the bus that they are assigned to, as indicated on their ID. The bus driver may assign seats. Buses will load and unload on the east side of the building. Riding the bus is a privilege that may be removed if a student does not abide by the rules.

Upon boarding the bus, students are expected to:

1. Remain seated at all times
2. Keep hands and head safely inside the bus
3. Use appropriate language and voice at all times
4. Cooperate with the bus driver
5. Behave respectfully and report unsafe behavior
6. Not eat or drink on the bus
7. Not tamper with bus equipment or vandalize the bus
8. Abide by all district 203 policies while traveling to and from school

Buses are equipped with cameras which have visual and audio recording capabilities. These tapes are routinely reviewed. In the event of misconduct, tapes are reviewed by appropriate district personnel at which time disciplinary action may be taken. Each year the students in District 203 complete a bus evacuation drill as required by Public Act 94-0600.

Revised: June, 2016

NNHS Discipline Procedures and Consequences

Behavioral Expectations for All Students:

- Students should maintain appropriate behavior in the hallways at all times, which includes no running, yelling, or use of profanity.
- Students must behave appropriately in the cafeterias. Inappropriate behavior will result in restrictions to the cafeterias.
- Students must comply with the requests of all staff members in the building.
- Students must produce a student ID upon request of a staff member.
- Students must respect all school property.
- Students must refrain from overt public displays of affection.

Behavioral Expectations of Seniors:

NNHS regards our senior class as the leaders of our school with regard to appropriate behavior and actions. All students, and especially seniors, have been empowered by their experiences at NNHS to be their best. We therefore expect appropriate behavior throughout the year, especially during the first and last weeks of school. Senior pranks or pranks by any class members are unacceptable. Seniors who choose to participate in this type of activity may expect significant consequences which may range from loss of senior privileges to denial of participation in Commencement Ceremonies.

Detentions:

1. Teacher detentions are assigned by individual teachers and range in length of time. Detentions should be served at a time reasonably designated by the individual teacher. Failure to serve a teacher's detention will result in a disciplinary referral to the deans' office.
2. Deans' detentions range from one to four hours in length. They will be assigned before school, after school, or on Saturdays.
3. Failure to serve a deans' detention may result in further disciplinary action.
4. If the above attempts have not altered student behavior, alternative disciplinary measures will be taken.

Deans' Detentions

- ✓ AM Detentions, T-F - 6:30-7:30am
- ✓ Lunch Detentions, During all lunch periods
- ✓ PM Detentions, T, W, & Th – 3:15-5:15pm
- ✓ 2 Hour Saturday - 8-10 AM
- ✓ 4 Hour Saturday - 8-12 PM

Morning detentions are held in Room 103; PM detentions are held in the Student Services Office; Saturday detentions are held in the library. Student must arrive 5 minutes before their scheduled detention. Due to safety concerns, the doors for detention will be locked the moment that the detention is scheduled to begin. If students are late, they will be considered truant from their detention, and their consequences may be doubled.

***Detentions are assigned in an effort to communicate the importance of following school rules and the fact that inappropriate actions have consequences. Therefore, if a student exceeds 20 hours of detention assigned by a dean in a semester, it is evident that detentions do not appear to be a solution to the problem. Therefore, a parent conference with the principal may be scheduled.**

Due Process Procedures:

Students and parents who have concerns with disciplinary rulings should follow the steps listed below:

1. Parent/student may request a hearing with the Principal and the Dean. Contact may be made by calling the Principal's Office at 420-6484.
2. If parent/student still has concerns, they may request a formal hearing at the district level by contacting the Associate Superintendent for Secondary Education at 420-6318.

Entrance and Exit Procedures:

The only entrances that students are allowed to leave and enter the building through are entrances 1, 4 (buses), 8, 9, and 19. All other entrances are locked and should remain that way for the entire school day. Any student that uses a door not designated above poses a security threat and will be dealt with by the appropriate dean.

Expulsion:

Expulsion from school means the student is excluded from enrollment as a student of Naperville Community Unit School District #203. The decision to expel is made by the School Board after due process is granted. While every attempt is made to continue to provide an educational experience for our students, there are certain violations that infringe upon the safety and security of the students and staff in the building in such a way that expulsion could result.

Gambling:

No form of gambling is acceptable at the school for any reason. If students are found in violation of this policy they will receive a written referral and disciplinary consequences.

Gang-Related Activity:

Gang activity or any gang-related activity including, but not limited to, drawings, clothing, bandanas, hats, or any other form of representation will result in a written referral and disciplinary consequences. Gang related activity could include, but is not limited to: displaying, graffiti/vandalism, recruiting, etc

Loitering:

Students are not permitted to loiter in any hallways or washrooms during passing periods, lunch periods, or after school. Loitering is defined as sitting on floors, tables, or lingering in any of these areas. This includes students who serve as "look outs" for any inappropriate behavior. In addition, students who are not involved in a supervised sport or activity after school must leave the building. Any loitering is subject to disciplinary action.

School Resource Officer:

The School Resource Officer is a member of the Naperville Police Department who is assigned to NNHS full time during the school year. This officer serves as a community resource to the students, faculty, and staff, providing easy access to the full range of police services. The SRO may be contacted through the Deans' Office. The officer assists the Deans with investigations, student interviews, programs, and other related areas.

The School Resource Officer also provides law related education through presentations to classes and organizations throughout the school.

Some additional responsibilities will include:

- Act as the criminal justice system's consultant to the school in matters of law enforcement and juvenile procedures.
- Assist school officials and parents on runaways.
- Assist school administration in resolution of criminal and antisocial behavior.
- Assist in problems involving persons trespassing and committing criminal acts on school property.
- Meet regularly with school counselors and Deans in attempt to identify individuals or conditions that could possibly result in delinquent behavior.

Search & Seizure:

Students are hereby notified that school lockers, desks, storage facilities and other school property are subject to searches at any time for any reason. Furthermore, students should have very limited expectations of privacy on school property and are hereby notified that, in order to further the school's interest in the educational needs and safety of all students, the school may search any student property. This includes, but is not limited to, bags, backpacks, clothing, purses, and automobiles, whenever the administration deems necessary.

School authorities may search a student and/or the student's personal effects when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Canines and Police Officers may be utilized for such searches.

When feasible, the search should be conducted outside the view of others including students, in the presence of a school administrator or adult witness, and by a certified employee or administrator of the same sex.

School property, including but not limited to desks and lockers, is owned and controlled by the District and the District may make reasonable regulations regarding its use. School officials are authorized to conduct area-wide general administrative inspections of school property (e.g. searches of all student lockers) as a means of protecting the health, safety or welfare of the District, its employees and students, without notice to or consent of the student and without a search warrant.

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or District 203 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.

Locker – Students are assigned an individual locker; sharing is prohibited. Students are responsible for all items inside their locker. Students are advised that the administration has the right to open and inspect student lockers should there be reasonable suspicion of anything inappropriate, improper, illegal, or unsafe within.

Automobile - It is also important for students to understand that the appropriate school personnel has the right to inspect and/or search any vehicle being driven by a student and parked on school grounds should there be reasonable suspicion that there is something illegal, improper, or unsafe inside the vehicle.

Substance Abuse/Tobacco Use:

In order to ensure the highest standards of learning in the classroom, District staff will urge students to abstain from the use of chemical substances; identify student behavior which may indicate involvement, use or abuse; and implement intervention or support services as needed along with appropriate disciplinary action.

Note: In accordance with Naperville City Ordinance, there may be police involvement for substance abuse, or for tobacco use by students under the age of 18.

In School Suspensions

In school suspensions, are held in room 267. Students must arrive on time with all appropriate educational materials. Students should bring a lunch from home. If they do not bring a lunch from home, they will have the option of purchasing a sandwich for lunch. Sleeping, use of electronic devices, or any other misconduct is prohibited and may result in additional consequences.

Out of School Suspensions

Out of school suspensions range from 1-10 days based on infraction and student history. Students who are in violation of school rules may be assigned a suspension. Throughout the duration of the suspension, students are not allowed to attend any school functions, including sporting events, club meetings, and dances. If a student is found on campus during the time of a suspension, he or she is subject to being arrested for trespassing. Upon assignment of the fourth out of school suspension during the school year or the fifth overall suspension the student and parent shall meet with the dean and the principal. Strategies and interventions to alter student behavior will be discussed.

Social Suspensions

For certain situations involving inappropriate behavior, or students who are not in good standing (i.e. outstanding detentions, excessive truanancies and referrals, etc.), a 'social suspension' may be issued. 'Social suspensions' include restrictions from attending after-school activities such as athletic events, dances or Prom to school day activities such as using the school cafeterias or riding the bus. These suspensions may include other consequences but are primarily designed to keep the integrity of school events intact.

State Reporting of Incidents

Incidents involving battery, firearms or drugs will be reported to the Illinois State Board of Education Student Incident Reporting System.

Tardiness:

Tardiness is defined as not being in the classroom when the bell rings. Regular attendance and punctuality are essential if students are to make use of the educational opportunities school offers.

Students who are tardy to class must report to the front desk by the main entrance of the school. Students are required to present their student ID and obtain a late pass to class. This pass DOES NOT EXCUSE the student for being late, but is required to enter a classroom late. Students must carry an ID with them at all times, failure to present an ID will result in a Dean's consequence. Tardiness is recorded on a cumulative basis, per semester, for all classes. The following are the guidelines and corresponding consequences for tardiness:

1. 1-4 TARDIES – Warning issued
2. 5-9 TARDIES – 1 hour detention
3. 10-15 TARDIES – 2 hour detention
4. 16-21 TARDIES – 4 hour detention
5. 22+ - Administrative Action

Note: 20 + minutes late to class constitutes a truancy.

Unauthorized Area:

Students are considered to be in an unauthorized area if they are in any area not designated on their schedules or in an area without written authorization. Students will not be issued passes to their vehicles for any reason. Students in unauthorized areas may be subject to search.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Parents are entitled to inspect all instructional materials used in connection with any survey, analysis or evaluation which is funded, wholly or in part, by United States Department of Education sources. In addition, no student may be required to submit to any survey, analysis or evaluation which is funded, wholly or in part, by United States Department of Education sources and which reveals the information specified in 20 USC 1232h, without prior written consent of the students parent or, if the student is eighteen (18) years of age or emancipated, prior written consent of the student. Thus, this law prohibits a survey, analysis or evaluation funded, wholly or in part, by the Department of Education which reveals information concerning political affiliations; mental and psychological problems potentially embarrassing to the student or his/her family; sexual behavior and attitudes; illegal antisocial, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous ministers; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Copies of this law and Board of Education Policy 5125, which has been adopted pursuant to 34 CFR99.6, are available in the District office for inspection during regular business hours by contacting the District Compliance Officer.

Of course, students enjoy other privacy rights and parents have other rights to review materials under provisions of the Illinois School Code. FERPA creates additional rights and does not preempt those rights afforded by state law.

Student Records:

Outlined below is a brief description of the Student Records Policy of District 203. This communication shall also serve as the Annual Notification to parents of students or eligible students (age eighteen or over) of their rights to review or challenge information contained in their educational records.

I. Classification of Student Records

The student permanent record shall include the following: Basic identifying information including student's and parents' names and addresses, birth date and place, and gender; academic transcript, including grades, graduation date, grade level achieved and scores on college entrance examinations; attendance record; accident reports and health record.

The student permanent record may also include honors and awards received, information concerning participation in school sponsored activities or athletics, or offices held in school sponsored organizations, but no other information shall be placed in a student permanent record.

Student temporary record information shall consist of all information not required to be in the student permanent record and may include: family background information; intelligence test scores, group and individual; aptitude test scores; reports of psychological evaluations, including information obtained through test administration, observation or interviews; elementary and secondary achievement level test results, participation in extra-curricular activities including any offices held in school sponsored clubs or organizations; honors and awards received; teacher anecdotal records; disciplinary information; special education files, including the report of the multi-disciplinary staffing in which placement or non-placement was based and all records and tape recordings related to special education placement hearings and appeals; any verified reports or information from non-educational persons, agencies or organizations; other verified information of clear relevance to the education of the student.

No person may require securing information from the student's temporary file as a condition in the granting or withholding of any right, privilege or benefits; or require it as a condition of employment, credit or insurance.

II. Inspection and Review of Educational Records

District 203 shall comply with a request from the parent of a student or an eligible student to inspect and review his/her education records. The school shall comply within a reasonable period of time and in no case later than 15 days after the request has been made.

1. District 203 shall comply with a request from the parent of a student or an eligible student to inspect and review his/her education records.
2. A parent or any person specifically designated as a representative by a parent shall have the right to inspect and copy all school student permanent and temporary records.
3. School administrators may presume that either parent of the student has authority to inspect and review the education records of the student unless notified to the contrary.

4. The right to copy permanent or temporary student record data shall be permitted at a cost of \$.32 per page for the first 10 pages; \$.25 per page for 11-25 pages and \$.10 per page 26 and over. (No parent of a student or eligible student shall be denied a requested copy due to inability to pay the service charge.)

III. The Right to Control Access of Student Records

District 203 will release student records to an official of another school in which the student intends to enroll. The official must make a written request, at which time District 203 will forward the student's education records. The District will provide the parent, upon request, with a copy of the education records transferred. Parents have the right to inspect and challenge the information contained in a school record prior to transfer of the record to another school district.

IV. Challenge Procedure

A parent of a student or an eligible student may request a District 203 school official to amend his/her educational records when it is believed that the information contained in the records of the student is inaccurate, misleading or violates the privacy of the student. Parents have a right to challenge any entry exclusive of academic grades in the school student records on the basis of: (1) accuracy, (2) propriety, and (3) relevance.

1. Within a reasonable period of time, District 203 shall decide whether to amend the education records in accordance with the request.
2. If the school district decides to refuse to amend the education records of the student, it shall notify the parent of eligible student and advise them of the right to hearing.
3. The request for a hearing shall be submitted in writing to the school and shall contain the specific entry or entries to be challenged and the basis of the challenge.

V. Access to Records Without Parental Consent

Prior consent for disclosure of personally identifiable information is not required in the following situations:

1. To other school officials within the district.
2. To officials of another school system in which the student intends to enroll.
3. To comply with a judicial order.
4. To parents of a dependent student.
5. To appropriate parties in a health or safety emergency.
6. To organizations (Federal, State, or Local) conducting studies for or on the behalf of the district.
7. To accrediting organizations.

VI. Maintenance and Disposal of School Student Records

A student's permanent record shall be maintained for a period of not less than 60 years after student has graduated or permanently withdrawn. A student's temporary record shall be maintained for a period of five years after the student has graduated or permanently withdrawn.

1. Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents and/or the eligible student of the destruction schedule for the student permanent record and the student temporary record and the right to request a copy of such records at any time prior to their destruction.
2. Upon graduation or permanent withdrawal of a handicapped student, psychological evaluations, special education files and other information contained in the student temporary record which may be or continued assistance to the student may, after three years, be transferred to the custody of the parent or the student if the student has succeeded to the rights of the parents.

Directory Information:

District 203 may disclose information from the education record of a student who is attending school if that information is designated as directory information. Information that has been designated as directory information includes identifying information, academic awards, major field of study, dates of school attendance, the most recent previous school attended, information related to school sponsored activities, and other similar information. The parent has the right to refuse to permit the designation of any or all categories of information to be designated as directory information. The parent must inform the school district, in writing, stating which information is not to be designated as directory information.

SCHOOL TIP LINE

Any time the immediate safety or well-being of an individual is at stake, **please CALL local authorities and school administrators immediately**. If you have information about an incident that has happened or you believe may take place, you are encouraged to contact school administration or submit information via **Tip203**. Every effort will be made to maintain confidentiality. All concerns will be investigated in a timely manner by the appropriate personnel. Please be aware that Tip203 is not continually monitored, and therefore time-sensitive issues of student safety should be reported directly to a school administrator or local authorities.

Whether your concern is regarding an incident that has already occurred or one that is about to take place, please submit your issue along with any details you have and let us investigate. Information you provide to **Tip203** may include, but is not limited to: fights or assaults; incidents of bullying; harassment; intimidation; cyber-bullying; use or sale of drugs; or any crime against children or the school.

Go to this link to report a concern:

<http://www.naperville203.org/parents-students/tip203.asp>

SCHOOL BOARD POLICIES



NCUSD 203 Board Policy 7.70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 7 and 17 years of age (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. These individuals must cause the child to attend the District school wherein the child is assigned, except as provided herein or by State law. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with The School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A process to telephone, within 2 hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
3. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in The School Code, Section 26-2a.
4. Methods for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information.
5. The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency services.
6. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

7. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Maintenance of Student Records*, and policy 7:350, *Access to Student Records*, as well as State and federal law concerning school student records.
8. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
9. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
10. A process for a 17 year old resident to participate in the District's various programs and resources for truant. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions*.
11. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5.
23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 6:110 (Truant's Alternative and Optional Education Programs), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline), 7:340 (Maintenance of Student Records), 7:350 (Access to Student Records)

Adopted May 2008

NCUSD 203 Board Policy 7.70R

Attendance and Truancy - Administrative Regulation Definitions

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

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

Chronic or habitual truant - A "chronic or habitual truant" is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for five (5) percent or more of the previous 180 regular attendance days.

Truant minor - A child to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs, and other school and community resources have been provided but who has failed to cease chronic truancy or who has been offered such services and has refused them.

Truancy

If a high school student has four (4) incidents of truancy from a class, he/she may be dropped from that class and lose credit for the class. A notification system will exist to inform the students and their parent(s)/guardian(s) of these incidents of truancy. This notification system will provide that due process procedural rights are being accommodated.

Absence Notification

A student's parent(s)/guardian(s) must: (1) upon his/her child's enrollment, provide one or two telephone numbers to the Building Principal and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence.

If any student in grades 8 or below is absent without prior authorization by the parent(s)/guardian(s), the Building Principal or a designee shall, within 2 hours after the first class in which a student is enrolled, make a reasonable effort to notify the parent(s)/guardian(s) of their child's absence by telephoning the numbers given. If any student in grades 9 through 12 is absent without prior authorization by the parent(s)/guardian(s), the Building Principal or a designee shall make a reasonable effort to notify the parent(s)/guardian(s) of their child's absence within 3 hours after the first class by telephoning the numbers given.

School Attendance

Since there is a positive relationship between regular attendance and academic success, it is of the utmost importance that students be present in class. Regular attendance and punctuality are essential if students are to make use of the educational opportunities that school offers. Parent(s)/guardian(s) have the responsibility for the children's regular attendance. At all grade levels, the teachers and administration will be involved in a collaborative process with truant students and their parents in an effort to avoid further truancy, and to provide and/or identify appropriate resources to truant students in an effort to prevent further truancy.

High School Attendance

An attendance cap has been created to deal with students who are excessively absent from school during a semester. A student who has accumulated ten days absence will be considered excessively absent. Teachers and administrators are expected to follow, in sequence, the collaborative process outlined below in Steps A through G.

- A. Attempts by the classroom teacher to remedy the situation.
- B. Referral by teacher to the dean's office.
- C. Telephone contact between the dean and the parent.
- D. At the student's tenth (10th) absence, a conference will be convened which may include the student, parent/guardian, teacher and dean. At this time, an attendance contract will be developed which will require documentation for approval of any additional absences. *For exceptions see below.
- E. Any additional absences without approval will result in truancy.
- F. At the fifteenth (15th) absence, the student may be withdrawn from class and placed in a study hall, no credit will be given and withdrawn pass/fail will be listed on the transcript.
- G. Other

Exceptions to the absence cap must be submitted to the attendance center with accompanying documentation prior to the date of absence. Eligible reasons may include:

- Religious holidays
- Extended illness verified by doctor's statement addressing the inability of the child to attend school
- Death in the immediate family
- Field trips
- Hospitalizations
- Suspensions

ADOPTED: May 2008

REVISED: September, 2011

DISCIPLINE POLICY
NCUSD 203 Board Policy 7:190 Student Discipline

Philosophy of Student Conduct

The Board believes that student behavior should reflect standards of good citizenship. Students are expected to conduct themselves within the bounds set by the Board and, as hereby authorized, the administrative regulations set forth by the Superintendent or his/her designee.

The basic principles guiding student behavior are consideration for the rights and well-being of others, cooperation with all members of the school community (which includes staff, students, community members, Board and parents) and respect for oneself and others.

Rules and guidelines established by District 203 are intended to encourage positive, constructive, and responsible student behavior and an environment conducive to learning. All members of the school community are responsible and obligated to familiarize themselves with the rules and guidelines governing student conduct.

The Board especially believes that, if staff, parent(s) or guardian(s), and students know and understand the expectations for student conduct and the consequences for not meeting these expectations, behavior problems in our schools will be reduced and a better educational environment will prevail.

All members of the school staff share responsibility for maintaining good discipline and presenting positive role models. Behavior problems should be reported and handled promptly for the benefit of the student and the school. Recognizing that each situation is unique and that administrative discretion is necessary, the goal is to implement the appropriate disciplinary action needed to change the undesirable behavior and maintain an orderly school environment.

The best interest of the student and the welfare of others are the motivating forces behind this philosophy.

Additional Interventions Related to Discipline Code

The District is concerned for the health, safety, and well-being of all students and recognizes that students' problems as they are manifested in school – specifically pertaining to behavior, attendance, health, and academic issues, may impact their ability to learn.

The District recognizes these issues as legitimate educational concerns, and seeks to address them, because they can influence student learning. The District offers assistance, support, and interventions. Forms of prevention/education may include observation of inappropriate behavior, intervention at appropriate levels, encouragement of professional assessment, referral, and support/aftercare.

Notification Regarding School Searches

Students are hereby notified that school lockers, desks, storage facilities and other school property are subject to searches at any time for any reason. Furthermore, students have very limited expectations of privacy on school property and are hereby notified that, to further the school's interest in the educational needs and safety of all students, the school may search any student property, including bags, backpacks, clothing, purses, any electronic device including computers, tablets, telephones, cameras or other electronic devices that have the ability to take, store, display, or send images, videos, or text messages with embedded images, and automobiles, whenever the administration has reason to suspect that the search will disclose a criminal violation or a violation of a school policy, rule or regulation.

Substance Abuse

To ensure the highest standards of learning in the classroom, District staff will urge students to abstain from the use of chemical substances, identify student behavior which may indicate chemical involvement, use or abuse, and implement intervention or support services along with appropriate disciplinary action.

Student Discipline

District 203 believes in the dignity and uniqueness of each individual. In order to maintain learning and work environment that is safe and promotes excellence in education, District 203 encourages respect for all persons and will not tolerate harassing, bullying or intimidating behavior.

The primary responsibility for student discipline within the school rests with the individual building principal. The primary responsibility for the maintenance of discipline within the classroom lies with the individual classroom teacher.

The Board has established specific rules and regulations to govern the discipline of its students when a student's conduct constitutes gross disobedience or gross misconduct, as determined by the Administration or the Board.

Special education students (those with an IEP) exhibiting gross disobedience or misconduct shall, be disciplined in accordance with laws and regulations governing special education.

Students who are suspended externally or expelled are to be excluded from all District 203 activities and property for the duration of their suspension or expulsion. A student who is subject to suspension or expulsion as provided in this Section may be eligible for a transfer to an alternative school program in accordance with Article 13A or 13B of the School Code. A student must not be denied transfer because of the expulsion, except where the transfer would cause a threat to the safety of students or staff in the alternative program.

Parent/guardian will receive a copy of the student discipline policy within 15 days after school begins or when the student enrolls if enrollment occurs after the beginning of the school term. Within the first week of school the students will be helped to understand the contents of the discipline policy. Students will be required to sign a receipt for the handbook.

When and Where Conduct Rules Apply

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

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

Administrators shall report violations to the Naperville Police Department or other law enforcement agencies, as appropriate.

Prohibited Student Conduct

The following examples in no way limit the Board's ability to discipline students for violations which are not specifically listed. In addition, a violation shall be interpreted to include either an actual commission of an offense or an attempt to commit an offense. The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Excessive tardiness.
2. Class and/or school truancy. Current city ordinances and State law regarding truancy will be strictly enforced by school officials.
3. Off campus violation during the school day. Once students arrive on campus they must remain on campus until the end of their scheduled school day unless authorized or approved by the building or District administration.
4. Violation of the disciplinary rules and regulations contained in the Student Handbook not otherwise covered in this policy.
5. Misconduct or promotion of misconduct on District property, at school sponsored activities, at a school bus stop, or as a school bus passenger.
6. Disruptive behavior which interferes with the educational atmosphere in the school or at any school-sponsored activity.
7. Gambling.
8. Forgery and/or falsifying information.
9. Cheating/Plagiarism.
10. Use of profane or obscene language.
11. Unauthorized use of school property.
12. Disregard for student parking regulations.
13. Insubordination to a District employee.
14. Entering school property or a school facility without proper authorization.
15. Posting of signs and /or other materials without administrative approval.
16. Violation of Bus Conduct Policy or related Administrative Regulations.

17. Use of cellular phones and any other electronic communication devices from the beginning of the first class period until the end of the last class period unless authorized or approved by the building or District administration. For high school authorization, see student handbook.
18. Use of any electronic device including computers, tablets, telephones, cameras, or other electronic devices that have the ability to take, store, display, or send images, videos, or text messages with embedded images on school grounds during the course of the school day unless authorized or approved by the building or District administration. Inappropriate use of such devices is prohibited at all times on school grounds and at all school sponsored activities. This may include displaying, sending or posting at any time any images, video, and/or text messages produced without permission.
19. Obtaining or gaining passwords, unapproved access to District's information network, computing systems and applications, solutions or components thereof through the use of social engineering, possession or use of hacking hardware or software or any other tools or applications that can be used maliciously and pose a threat to the District's information resources, systems or data, unless approved by teachers or building administrators.
20. Unauthorized or improper use of (or access to) the District's information network, computing systems and applications, solutions or components thereof. This includes accessing technology related resources on any device connected to the District's information network by circumventing District security measures to gain access to non-approved or restricted web sites, systems and applications as well as violations of the Access to Electronic Networks Policy 6.235.
21. Performing manual or automated actions such as installing unapproved software, computer programs or routines that alter the normal functioning state of any District computing device or system.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Wearing hats, caps, or head-coverings of any kind by individuals from the time they enter the school building until they exit the school building unless otherwise approved by the building principal or required for religious purposes. Wearing coats, jackets and other outdoor wear in the building during the school day (from the first class period bell until the bell ending the last class period), unless otherwise approved by the building principal. Coats and hats are to be stored in student lockers or other designated places during the school day.

24. Wearing or display of garments, objects, jewelry, or body art that depict distasteful symbols debasing the dignity of a person or that depict or promote use of alcohol or drugs or that contain sexually explicit, obscene, or vulgar messages or symbols at school or at any school-sponsored activity. Wearing or display of spiked or dangerous jewelry, garments or objects at school or at any school-sponsored activity.
25. Participating in any act, possession, distribution and or transfer of any material of a sexual nature.
26. Perpetrating on an unwilling person an act which is of a sexual nature.
27. Possession of lighters, matches or other such materials.
28. Failure to follow student schedule.
29. Demonstrating aggressive behavior or behaviors that put the student at risk for aggressive behavior. Aggressive behavior is defined as conducts and behaviors towards others that appear to terrorize, intimidate or start fights.
30. Any activity on or off school property that interferes with, disrupts or adversely affects the school environment, school operations or educational function.
31. 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.
32. Fighting.
33. Damage resulting from misconduct; intentional damage to school property or personal property of District employees, students or others; or criminal damage to property of any such persons. (Restitution will be required for any violation of this provision).
34. Possession, use or misuse of an over the counter drug or prescription drugs. Refer to Administering Medication to Students Policy 7.270.
35. Smoking, possession, use, sale, or distribution of tobacco products or nicotine delivery device (e-cigarette, vapor pen) in any form on school grounds or at any school related activity. Smoking, possession of a lighted cigarette or use of tobacco products on adjacent property or within visible sight of the school grounds. Violation of any current city ordinances and State law regarding tobacco. Students under the age of 18 will be referred to the Naperville Police Department for additional intervention.
36. Gross insubordination or disrespect toward Board members, administrators, teachers, custodial staff, secretarial staff, food service employees and other District employees and volunteers.
37. Theft, including taking the property of others without their permission or consent. Possession of stolen items. Possession of tools that are used to gain possession of another person's property.
38. Possession or use of fireworks (i.e. smoke bombs, stink vials, firecrackers, caps, etc.).

39. Participation in any unauthorized club secret society, satanic activity, and/or gang activity. This includes, but is not limited to the display, wearing, or possession of contemporary gang identifiers, the use of gang hand signals, the solicitation of others for membership, and requesting payment of dues, insurance, or other forms of protection from individuals. This also includes intimidating, or threatening an individual or inciting others to participate in any form of physical violence involving a person or property.
40. Use of derogatory comments which are often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, socioeconomic status, or physical differences, with the intent to be disrespectful.
41. Hazing, aggressive or demeaning behavior that does or may result in physical, emotional or psychological harm to another or urging other students to engage in such conduct. Hazing is defined as requiring a student to perform an act for the purpose of induction or admission into any group, organization or society associated with District 203.
42. Harassment, which is often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, socioeconomic status, or physical differences, and which includes intimidation, threatening individuals or inciting the participation of others in such behavior through, but not limited to, the use of email, web sites, social networking sites, voice mail, or any other verbal, written or electronic communication..
43. Bullying or cyber bullying.
44. Sexual harassment is a form of sex discrimination that involves sexual advances, requests or sexual favors, the distribution or transfer of images, or other conduct of a sexual nature when such conduct interferes with an individual's education performance or creates an intimidating, hostile or offensive educational environment. Refer to Administrative Regulation #7.20R for further definitions of Sexual Harassment.
45. Possession of a weapon. For purposes of this provision, "weapon" means a firearm (as defined in "Weapons in School" below), including any gun, handgun, rifle, shotgun, or machinegun; a BB gun; pellet gun; air gun; paintball gun; pneumatic gun; spring gun; ammunition for any of the foregoing, knife, razor, stiletto, throwing star, dagger, dirk, broken bottle or other piece of glass; metal knuckles or other knuckle weapon, regardless of its composition; billy club; bludgeon; black-jack; sling-shot; sand-club; sand-bag; stun gun or taser; tear gas gun projector or bomb or any object containing noxious liquid gas or substance; or any other weapon as defined herein; or any other object that is used to inflict harm, is used to threaten harm, or has been modified so that it can inflict harm.
46. "Firearm" is defined as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any explosive, incendiary, or poison gas – (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge, (v) mine, (vi) device similar to any or the devices described in the preceding clauses.

47. Actions threatening the well-being of Board members, District employees, students, volunteers, or other persons including physical assaults upon District Employees, Board members, students, volunteers or other persons.
48. Transfer, sale, purchase, possession, use, abuse of, or being impaired by any alcoholic beverage, intoxicant, prescription drug not properly prescribed, inhalant, narcotic, cannabis, so called “pep pills” or “speed”, tranquilizers, “look-alike” drugs or any other controlled substance, or other illegal substance while on school premises or attending school-sponsored activities. Transfer, sale, purchase, abuse of, or being impaired by a non-prescription drug. The terms transfer, sale and purchase include any involvement in such activity or the attempt to conduct such activity.
49. The terms “possession” and “use” shall include possession or use by a student who has consumed, or is impaired by, or reasonably appears (such as through odor or behavior) to have consumed or be impaired by, any of the aforementioned substances, whether prior to entering school or at any school-sponsored event.
50. The term “intoxicant” includes any substance which is not properly prescribed and which, if used, is intended to produce an altered physical or mental state, including, for example, an inhalant which produces a “high”.
51. Possession or use of any drug paraphernalia.
52. Use or possession of anabolic steroids not properly prescribed.
53. Activating or causing to be activated a false fire alarm or disaster alarm.
54. Making or causing to be made a threat against the school: bomb threat, school shooting, etc.
55. Deliberately causing, attempting, or threatening to cause injury to another person.
56. Possession or use of an explosive or incendiary device.
57. Any activity prohibited by criminal law or municipal ordinance.

Weapons in School

The Board may expel a student for a weapons violation for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis. Prior to any expulsion hearing, the Administration will make a recommendation to the Superintendent for the term of the expulsion based on the circumstances involved with the student.

A student who is determined to have brought a weapon 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 not less than one year. For purposes of this provision, a “weapon” is defined as:

- (1) A firearm. For the purposes of this Section, “firearm” means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period under this subdivision (1) may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis.

- (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 in subdivision (1) of this subsection. The expulsion requirement under this subdivision (2) may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis.

The prohibition concerning weapons applies regardless of whether a student is licensed to carry a concealed firearm.

The Superintendent or designee may grant an exception to this prohibition 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.

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 items 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. Notifying parent(s)/guardians(s)
2. Disciplinary conference.
3. Withholding or privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The building principal or designee shall ensure that the student is properly supervised.

7. After-school detention or Saturday detention 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.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
10. Out-of-school suspensions from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
11. Expulsion from school and all school activities for a definite period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
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.

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

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

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.

Early Identification – Aggressive Behavior

Any school staff member, who identifies a student as having demonstrated aggressive behavior, or behaviors that put the student at risk for aggressive behavior, shall refer the student to the building administrator. The building administrator shall establish procedures by which teachers may refer such a student. The building administrator shall determine whether the conduct and behavior of the student are of such a nature and degree that the student is at risk for aggressive behavior. The building administrator shall promptly notify the student's parents/guardian of the referral and shall attempt to schedule a parent-teacher conference to discuss the referral and to recommend such available early intervention procedures as are deemed reasonably appropriate.

Required Notices

A school staff member shall immediately notify the building principal as soon as possible in the event that he or she (1) observes any person in possession of a firearm on or around school grounds (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, (3) observes a battery committed against any staff member, or (4) observes hazing of a student that results in bodily harm. If the hazing results in great bodily harm or death, the school staff member shall immediately notify law enforcement and then the building principal or Superintendent. Such action may be delayed if immediate notice would endanger students under his or her supervision. Upon receiving such a report, the building principal or designee shall immediately notify the student's parent(s)/guardian(s), the State Police and the local law enforcement agency.

Reciprocal Reporting

The Superintendent is authorized to follow the provisions of the School Code of Illinois to create administrative regulations which include guideline procedures to establish and maintain a reciprocal reporting system between the District and local law enforcement agencies regarding criminal offenses committed by students.

LEGAL REF.:

Gun-Free Schools Act, 20 U.S.C. §7151 et seq.

Pro-Children Act of 1994, 20 U.S.C. §6081.

105 ILCS 5/10-20.14, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/31-3, 410 ILCS 130/, 410 ILCS 647, and 420 ILCS 66/.

23 Ill. Admin. Code §§1.210 and §1.280.

720 ILCS 5/12-10

710 ILCS 5/12-10.1

720ILCS 5/12C-50.1(b)

CROSS REF.: 2:150 (committees), 2:240 (board policy development), 5.230 (maintaining student discipline), 6:110 (truant's programs), 6:235 (access to electronic networks), 7:20 (harassment of students prohibited), 7:70 (truancy), 7:130 (student rights and responsibilities), 7:140 (search and seizure), 7:150 (police interrogation), 7:160 (student appearance), 7:170 (vandalism), 7:180 (bullying, intimidation and harassment), 7:183 (open campus/lunch), 7:200 (suspension procedure), 7:210 (expulsion procedures), 7:220 (bus conduct), 7:230 (student with disabilities), 7:240 (high school co-curricular code), 7:270 (administering medication to students), 8:30 (conduct on school property).

ADOPTED: May 7, 1997 Revised: April 19, 2010; April 18, 2011; April 6, 2012; April 15, 2013;
April 21, 2014; April 20, 2015; May 16, 2016

HARASSMENT AND DISCRIMINATION POLICIES
NCUSD 203 Board Policy 7:20 Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status; including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, cyber bullying or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students are encouraged to report claims or incidents of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A Student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the titles, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Position Chief Human Resources Officer or Designee
Address 203 West Hillside Rd.
Naperville, IL 60540
Telephone 630-420-6315

Complaint Managers:

Name	Chief Human Resources Officer or Designee	Chief Operating Officer or Designee
Address	203 West Hillside Road Naperville, IL 60540	203 West Hillside Road Naperville, IL 60540
Telephone	630-420-6315	630-420-6315

The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including this policy in the appropriate handbooks.

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 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 discipline policy No. 7.190. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF:

Title IX of the Educational Amendments, 20 U.S.C. § 1681 et seq. 34 C.F.R. Part 106
105 ILCS 5/10-20.12, 5/10-22.5, 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 Board of Education, ___U.S. ___(1999)
Franklin V. Gwinnett Co. Public Schools, 112 S.C.T. 1028 (1992)
Gebster V. Lago Vista Independent School District, 118 S.C.T. 1989 (1998)
West V. Derby Unified School District No. 260, 10th Cir. App, 3/21/2000.

CROSS REF.:

2:260 (Uniform Grievance Procedure)
5:20 (Workplace Harassment Prohibited)
7:10 (Equal Educational Opportunities)
7.180 (Preventing Bullying, Intimidation, and Harassment)
7.190 (Student Discipline)
REVISED: February 2008
June 2016

STUDENTS NON-DISCRIMINATION POLICY
NCUSD 203 Board Policy 7:20-R Administrative Regulation

Anyone wishing to present an allegation of discrimination against any student on account of race, ethnicity, religion, gender, sexual orientation, socioeconomic status, or physical differences in educational programs or activities in violation of Board of Education Policy [7.20](#) shall use the following procedures. If the alleged discrimination is against the building principal, the process may begin with Step 2.

Student Discrimination Complaint Procedure

Step 1.

Allegation of discrimination shall be submitted to the administrator in charge of the building in which the student or students are housed. All complaints must be presented within thirty (30) calendar days of the occurrence of the first event giving rise to the complaint. Within ten (10) working days of receipt of the complaint, the administrator will respond in writing to the complaint, and will forward copies of the decision to both the complainant, the District Superintendent, the District Nondiscrimination Coordinator and Complaint Managers.

Step 2.

If the complainant is not satisfied with the decision of the administrator at Step 1, the complainant may request that the Nondiscrimination Coordinator and/or Complaint Managers respond to the complaint. The request must be submitted to the Nondiscrimination Coordinator and/or Complaint Managers within ten (10) working days of the date of receipt of the administrator's decision at Step 1. The Nondiscrimination Coordinator and/or Complaint Managers shall review the complaint and the decision of the administrator and shall render a decision within ten (10) working days of the receipt of the request for review. Copies of the decision shall be forwarded to the complainant, the administrator and the District Superintendent.

Step 3.

If the complainant or the administrator is not satisfied with the Nondiscrimination Coordinator or Complaint Manager's decision, either may request that the District Superintendent respond to the complaint. The request must be submitted to the Superintendent within (10) working days of the date of receipt of the Nondiscrimination Coordinator/

Complaint Manager's decision. The District Superintendent shall review the complaint and the decision of the Nondiscrimination Coordinator and/or the Complaint Managers and shall render a written decision within (10) working days of receipt of the complaint. Copies of the decision shall be forwarded to the complainant, the administrator and the Nondiscrimination Coordinator and/or Complaint Managers.

Step 4.

If the complainant is not satisfied with the decision rendered by the Superintendent, the decision may be appealed to the Board of Education. Notice of intent to appeal to the Board must be submitted to the Superintendent within ten (10) working days of the receipt of the Superintendent's decision. Upon receipt from the complainant of written notice of intent to appeal to the Board, copies of the complaint and the decisions at each prior level of review shall be forwarded by the Superintendent to the Board. The Board shall review all of the relevant documents no later than the second regularly scheduled meeting after the receipt of the notice of intent to appeal and shall render its written decision within ten (10) working days of the date upon which the review is held.

Step 5.

If the complainant is not satisfied with the Board's disposition of the complaint, the Sex Equity Rules of the Illinois State Board of Education provide for further appeal of complaints of sex discrimination to the Regional Office of Education Superintendent under Section 3-10 of the Illinois School Code and thereafter to the Illinois State Superintendent of Education under Section 2-3.8 in the Illinois School Code.

NOTICE: Complainants are entitled to confidentiality and respect and shall not be subjected to harassment or retaliation as a result of having filed a complaint or appealed a decision. Failure of the complainant to present or advance a complaint on time may be a basis for denial of the complaint. Failure of school district officials to respond on time to a complaint will permit the complainant to proceed to the next step of the complaint procedure. The Nondiscrimination Coordinator and the Complaint Managers shall be available to provide assistance to the complainant, as reasonably needed, in the preparation and the processing of the complaint and the appeal of decisions.

Nondiscrimination Coordinator:

Title: Assistant Superintendent for Human Resources or Designee
Address: Administrative Center
203 West Hillside Road
Naperville, IL 60540
Telephone: 630-420-6315

Complaint Managers:

Title: Assistant Superintendent for Human Resources or Designee;
Associate Superintendent for Operations or Designee
Address: Administrative Center
203 West Hillside Road
Naperville, IL 60540
Telephone: 630-420-6313, 6315

RESIDENCY POLICY

NCUSD 203 Board Policy 7.60 Residence

Resident Students

Naperville District 203 provides a free and appropriate education to its resident students.

A student must establish residence within the School District's boundaries in order to attend a School District school, except as otherwise required by State law.

The administration may require proof of residence and legal custody. "Legal custody" means:

1. Custody exercised by a natural or adoptive parent with whom a pupil resides;
2. Custody granted by order of a court to a person with whom the pupil resides for reasons other than to have access to the district's educational programs;
3. Custody exercised under a statutory short-term guardianship, provided that within 60 days of the student's enrollment, a court order is entered establishing a permanent guardianship and granting custody to a person with whom the pupil resides for a reason other than to have access to the district's educational programs;
4. Custody exercised by an adult caretaker relative who is receiving aid under the Illinois public aid code for the pupil who resides with that adult caretaker relative for purposes other than to have access to the educational programs of the district; or
5. Custody exercised by an adult who demonstrates that, in fact, he or she has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed nighttime abode for purposes other than to have access to the educational programs of the district.

Tuition paying students will not be accepted, with the exception of a student whose family plans on moving into the District within 60 calendar days after the date that the student first attends school in the District. Tuition will be payable monthly, in advance, with the first month's tuition being due by the first day of attendance by the student in the District and the second month's tuition being due by the first day of the second month of attendance by the student in the District. If the non-resident student becomes a bona fide resident of the District in less than 60 days following the date that the student first attends school in the District, a pro-rated reimbursement of any non-resident tuition paid to the District will be reimbursed to the parents/guardians of the student. At the time of registration, the parents/guardians of the student must present appropriate evidence of the plans to move into the District and agree to immediately withdraw the student in the event that the student has not become a resident within 60 calendar days of the first day of attendance by the student in the District. The student will not be allowed to re-enroll following withdrawal until such time as the student becomes a bona fide resident of the District.

A student whose family moves out of the School District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

Homeless Children

A homeless child, as defined by State law, may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. Transportation shall be arranged according to State law. If a dispute arises regarding a homeless child's rights, the Superintendent shall inform his or her parent(s)/guardian(s) of the availability of an investigator, sources for low cost or free legal assistance, and other advocacy services in the community.

LEGAL REF.:

105 ILCS 5/10-20.12a and 5/10-22.5.
23 Ill. Admin. Code § 1.240(e).
Kraut v. Rachford, 366 N.E.2d 497 (1st Dist. 1977).

ADOPTED: October 7, 1996

REVISED: March 16, 1998, September 2007, April 21, 2008

District Homeless Liaison: Phone # (630) 420-6465

NCUSD 203 Board Policy 7.180 Preventing 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 environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military 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, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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 non-school related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* 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*.

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

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

Bullying Prevention and Response Plan

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

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District 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 Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Deputy Superintendent

Name

203 W. Hillside Rd. Naperville, IL. 60540

Address

630-420-6311

Telephone

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

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - g. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

- h. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

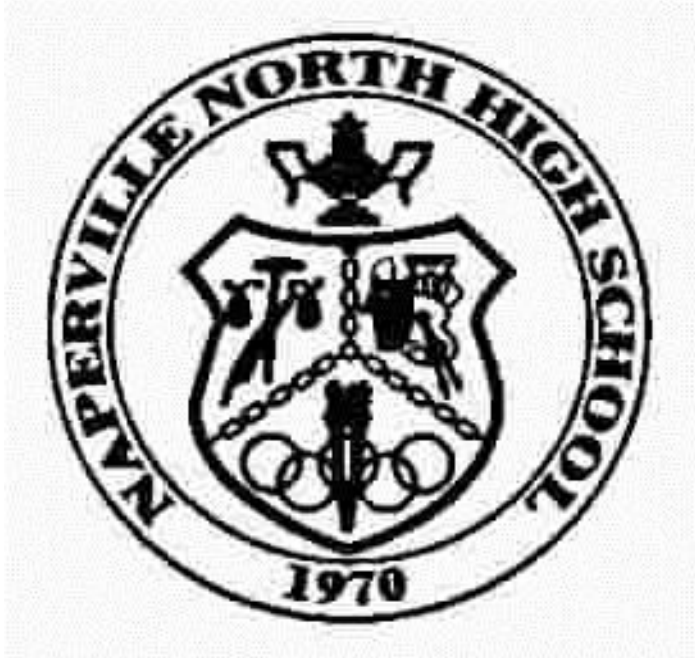
LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

ADOPTED: February 2008

REVISED: March 2015

ACADEMICS





ACADEMIC PROCEDURES

It is the intention of the faculty at NNHS to maintain open lines of communication with our parents regarding student academic progress. Transcript credit is earned on a semester basis with GPA being calculated on a 4.00 scale at the end of each semester. Only the semester grade is used in the calculation of GPA and it is the only grade maintained on the permanent record of the student.

Academic Integrity Code

STATEMENT

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Honesty begins with an understanding of one's strengths and weaknesses.

- As learners, we set goals for ourselves and monitor our progress toward these goals.
- As educators, we provide learners with models for achieving academic integrity.
- As a community, we agree that cheating, plagiarizing and stealing are never acceptable.

Responsibility rests with all members of the academic community.

- As a community, we accept responsibility to do original, high-quality work and encourage others to do the same.
- As a community, we accept the consequences of our individual and collective actions and how they reflect our character.

Fairness is essential to developing a community that promotes learning.

- As learners, we recognize our obligation to be actively involved in the pursuit of knowledge and to acknowledge fully the contributions of others to our work.
- As educators, we set clear academic and behavioral expectations with consistent consequences for dishonesty.
- As a community, we hold one another accountable for practicing academic integrity.

Respect for the learning process is part of being a self-directed learner and community contributor.

- As learners, we respect the learning process by actively participating in class activities and discussions, listening to other points of view, meeting academic deadlines, and above all, valuing the unique perspective each brings to the classroom community.
- As educators, we will respect students and take their ideas seriously, provide full and honest feedback on their work, value their aspirations and goals, and recognize them as individuals.
- As a community, we respect the work of others by acknowledging their intellectual debts through proper identification of sources.

Trust fosters our ability to become collaborative workers building our credibility.

- As learners, we are responsible to willingly accept the academic challenges valued by our community.
- As educators, we commit to setting clear guidelines, providing quality instruction, and guiding the development of action plans to reach individual goals.
- As a community, we model the free exchange of ideas as a way to clarify and understand.

Academic integrity violations include cheating, plagiarism, self-plagiarism or copyright infringement, obtaining or providing an unfair advantage, falsification of documents, unauthorized access to records, and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

The following are behaviors that constitute violation of District 203 Academic Integrity Procedures.

1. CHEATING

Examples include, but are not limited to, intentionally or unintentionally:

- a. Using unauthorized notes, answers, aids, calculators, electronic messages/images, online language translators, or other information on an examination, paper, report, project, homework or other assignment;
- b. Copying from someone else's work, such as from an exam, test, quiz, lab report, paper, project, homework or other assignment;
- c. Allowing another person to do one's work, such as from an exam, test, quiz, lab report, paper, project, homework or other assignment.

2. PLAGIARISM, SELF-PLAGIARISM OR COPYRIGHT INFRINGEMENT

Examples include, but are not limited to, intentionally or unintentionally:

- a. Presenting the distinctive ideas, facts or words of another (in part or in whole), or imagery without appropriate acknowledgment of the source as one's own. Issues of plagiarism apply to any type of student work including, but not limited to exams, papers, any written or printed text, foreign language translations, computer programs and web sites;
- b. Failing to place quoted text in quotation marks, and/or failing to attribute the source;
- c. Submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent from receiving instructor;
- d. Attributing an idea, fact, or quotation to an incorrect, false, or made-up source;
- e. Copyright infringement pertains to unauthorized use of any work fixed in tangible media such as books, articles, web sites, art, music, photography and video.

3. OBTAINING OR PROVIDING AN UNFAIR ADVANTAGE

Examples include, but are not limited to, intentionally or unintentionally:

- a. Gaining or providing access to examination materials prior to the time authorized by the instructor, during the exam via electronic or other transfer, or distributing examination materials to others at the conclusion of the examination.
- b. Providing material, information, or other assistance based on prior knowledge or access that is, or could be used, on an exam, quiz, project, paper, or homework assignment without teacher authorization;
- c. Giving another person a copy, in any format, of an exam, quiz, paper, lab report, homework, or other assignment when it is not part of a collaborative learning effort and promotes an unfair advantage;
- d. Working with someone on any type of assignment when you have been instructed not to collaborate, or are doing so in ways contrary to teacher instruction.

In order to promote an environment of academic integrity we believe an imperative part of the process is an understanding of academic values. Therefore any student in violation of the academic procedures will meet with his/her Dean to discuss the matter and ramifications of cheating both at the high school and college level. Our goal is to work with students to develop life-long learners who understand the importance of academic values and integrity.

CONSEQUENCES FOR ACADEMIC DISHONESTY

LEVEL 1

Cheating, plagiarizing, or obtaining or providing an unfair advantage on formative assignments that include, but are not limited to, daily homework, worksheets and other classroom assignments.

CONSEQUENCES will include, but are not limited to:

- Referral to Dean of Students
- Parent contact by teacher
- Academic consequence

CONSEQUENCES may also include, but are not limited to:

- Disciplinary consequence
- Letter placed in student's temporary discipline file

LEVEL 2

Cheating, plagiarizing, or obtaining or providing an unfair advantage on summative assignments that include, but are not limited to, quizzes, tests, papers, projects or presentations. In addition, multiple Level 1 violations will result in Level 2 consequences, which will be determined during a meeting with the dean, teacher and student.

CONSEQUENCES will include, but are not limited to:

- Referral to Dean of Students
- Parent contact by teacher and Dean
- Academic consequence
- Disciplinary consequence
- Letter placed in student's temporary discipline file

CONSEQUENCES may also include, but are not limited to:

- No public recognition of the student at any honors function
- Notification to Honor Societies
- No distinguished scholar recognition
- No scholarship money granted to the student by the High School Scholarship Committees
- Class level change

LEVEL 3

Theft, sale or the distribution of those materials including, but not limited to, examinations, quizzes, or any material used to gain an unfair advantage; or changing and/or falsifying a grade. Cheating on a final exam or culminating project is considered a level 3 violation. In addition, multiple Level 2 violations will result in Level 3 consequences, which will be determined during a meeting with the dean, teacher and student.

CONSEQUENCES include, but are not limited to:

- In addition to Level 2 consequences, any actions deemed to be criminal in nature may be referred to the Naperville Police Department.

ADAPTED FROM IMSA AND NEW TRIER, 2010

Grading

Grade Communication

Faculty members, on an individual basis, identify student progress, work habits, class effort and participation. Monthly grade reports will be posted through Infinite Campus. These monthly grade reports serve as progress reports for the semester grade. Parents will be notified when these monthly progress reports are posted. The semester grade will be a cumulative grade from the work completed during the semester in conjunction with the score on the final exam.

Parents play a vital role in the education of their children. Therefore, communication between school and home is important. Should you have any questions concerning your student, the first line of communication is the teacher with whom you have the question or concern. In most cases, the initial phone call will clear the issue. If the conversation with the teacher is unsatisfactory, contact administrators in this order: instructional coordinator, assistant principal, principal. As you contact teachers, please keep in mind that teachers often have before and after school responsibilities.

Grade Value

- A Is making near maximum progress. Displays unusual interest, originality and initiative. Product is of superior quality. Excellent, superior work.
- B Is making optimum progress. Product is of excellent quality. Works consistently and intently. Very satisfactory, above average work.
- C Is making satisfactory progress. Responds satisfactorily. Average work.
- D Is making less than satisfactory progress. Needs to work more consistently and with more thoroughness. Below average, poor work.
- F Too little progress for credit. Lacks interest with little effort. Unacceptable work.
- MX Withdrawn from class for medical reasons.
- WP Withdrawn from class passing.
- WF Withdrawn from class failing.
- P Student graded on the Pass/D/Fail option. Successful completion of required course work. Normal credit for the course is issued.

In addition, each student's semester grade reflects a combination of tests and quizzes, major assignments, and a semester examination. Thus, it is important for a student to be prepared for each day's work and to participate fully in all classroom activities. This habit of daily preparation and participation becomes the key element in the teacher-learner process.

Due to the accelerated pace, heightened expectations, or enriched nature of activities, some courses at NNHS carry additional weighted credit in the calculation of GPA. Students receiving a D or F will not receive weighted credit. Please refer to your Program Planning Guide for complete information.

Grading Weight & Scale

Final semester grades will be rounded to the nearest percentage point.

Grade	Scale	Regular GP	Weighted GP
A	90% - 100%	4	5
B	80% - 89%	3	4
C	70% - 79%	2	3
D	60% - 69%	1	1
F	Below 60%	0	0

Incompletes

Incomplete work must be completed no later than the end of the following semester. If not completed before this deadline, a grade of "F" will be recorded unless special permission has been obtained. Incomplete grades are issued mainly for prolonged illness or illness prior to the end of the term. Students are responsible for rectifying incompletes and must make arrangements with their teachers in order to submit make-up work.

Pass/D/Fail

Junior and Senior students may choose to take one (1) course each semester pass/fail. Students may not use the pass/fail option in a course that is a graduation requirement. If the student wants the pass/fail option for both semesters of a yearlong course, the student must submit paperwork each semester.

Students must earn an A, B, or C in the course to receive a "Pass" grade. If a grade of a D or F is earned, that grade will be recorded and count toward the GPA.

The Pass/D/Fail application must be picked up in Student Services, filled out and returned to the Main Office. The application includes a complete explanation of the policy, along with all necessary compliance dates.

Auditing a Course

Students interested in auditing a course must turn audit applications into the main office within the first twenty (20) days of a semester. After 20 days, a student will not be allowed to audit a course except in cases of prolonged illness, clear misplacement, or other situations as determined by the administration.

Semester Exams

Students are expected to take their semester exams at the scheduled times. Approvals of absences are restricted during the last 5 days of each semester. Families should make their vacation plans to allow students to attend all of their exams taking into account the possibility of using emergency days at the end of the year. Early exams will not be given. Typically, a student is issued an incomplete for missed exams and the make-up work must be completed by the end of the next term (for example, if a student misses their exam second semester, the student may take the exam on specific days over the summer and the grade will not be determined until the fall).

State Testing

Illinois School Code requires school districts to administer the PARCC test to students in the spring. More information regarding the PARCC test will be communicated to students and parents as it becomes available. Freshmen, sophomore, and junior students will take part in the ACT and PSAT national test series. Depending on their year in school, students will take the PLAN, Practice ACT, PSAT, ACT, or SAT. Information regarding these tests will be communicated to students and families in a timely manner.

Other National tests are offered throughout the school year. Students must register for these tests. Please see your counselor or testing coordinator for more details.

Academic Honors

Students who have earned a grade point average of 4.0 or above for at least one semester at Naperville North High School will be recognized in the spring at our Academic Awards Recognition Reception. At this time we will pay tribute to our students for their outstanding academic accomplishments.

Honor Roll

Any student with a 4.0 GPA or above will be on the distinguished honor roll. Any student with a GPA of 3.5 and up to a 4.0 will be on the high honor roll. Any student with a GPA of 3.0 and up to a 3.5 will be on the honor roll.

National Honor Society

NHS is more than an honor recognition. The National Honor Society establishes rules for membership that are based upon a student's outstanding performance in the areas of Scholarship, Service, Leadership, and Character. These criteria for selection form the foundation upon which the organization and its activities are built.

- **Scholarship:** Juniors and Seniors who have a cumulative grade point average of 3.75. These students are then eligible for consideration on the basis of service, leadership, and character and will be invited to apply for membership. A faculty committee then screens applications and faculty input in the following areas to determine membership.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

The Honor Society advisor maintains copies of the complete and detailed procedures and has them available upon request.

GRADUATION/COMMENCEMENT INFORMATION

Commencement

Commencement is the student activity that celebrates graduation. Naperville North has had a long tradition of successful and enjoyable activities to celebrate our seniors and their accomplishments. Only students who have met all graduation requirements prior to Commencement will be allowed to participate. In addition, any seniors who are involved in any kind of senior pranks at the building or at any end-of-the-year events will not be able to participate in the Commencement Ceremony or any other senior activities; appropriate disciplinary actions will also be taken. Further, any disruptions during the Commencement ceremony will result in the offending student being removed from the ceremony and his/her diploma withheld. In order to receive the diploma, the student and parents will need to make an appointment with the Principal at a later date.

An official photographer will take photos of each graduate receiving a diploma. Proofs will be sent directly to your home several weeks after Graduation.

Commencement will be videotaped for purchase.

Commencement Philosophy

Graduation is a time of celebration. The week of graduation provides organized opportunities for exuberance, socializing and open expressions of joy. These may include activities such as Exit With Pride, Commemorative, and Senior Brunch. In addition to these activities, a special ceremony will take place -- Commencement.

The Commencement ceremony is the formal recognition of the students' accomplishments, both collectively and individually, and a time for parents and staff to observe the graduates being honored. As such, it is necessary that the ceremony be a dignified and solemn celebration as befits the occasion.

Therefore, the purposes of the Commencement ceremony at Naperville North High School are to:

- Provide in a dignified way, an environment where each graduate is given the respect that he/she deserves;
- Recognize the strong efforts of those who achieve at the highest levels;
- Provide an opportunity for selected students to share thoughts with those in attendance concerning their high school years;
- Affirm the encouragement and support given the graduates by the adult community, especially parents and staff;
- Recognize the unique contributions of the class.
- Recognize each student individually by the reading his/her name.

Commencement Ceremony Behavior

1. All school rules and policies are in effect.
2. Students exhibiting improper behavior or inappropriate dress will be removed from the ceremony.
3. Students exhibiting improper behavior during their senior year may be excluded from the ceremony.
4. In the event of a general disturbance, the ceremony may be paused and/or discontinued.
5. Spectators are asked to refrain from inappropriate outbursts or disturbances, which would detract from or disrupt the ceremony.
6. Students who bring items that may be thrown, create sound, or cause any type of distraction from the ceremony will be subject to removal from the ceremony. These items include but are not limited to beach balls, air horns, toilet paper, etc.

Commencement Indoor Tickets

Each graduate will receive five (5) indoor tickets for commencement. These tickets will be distributed along with caps, gowns, announcements, etc. in late Spring. In the event of rain, two indoor tickets will permit admission to the Fieldhouse where the actual ceremony will take place. The other three indoor tickets will permit viewing of the ceremony in the NPAC or cafeterias through a live stream. For updated information, please check the school website. Tickets not being used should be returned to the Principal's Office where a waiting list of requests for additional tickets will be established.

Graduation Attire (must be in accordance with Dress Code)

*Shirt and Tie

*Dress or Blouse w/Dress Slacks or Skirt

*Dress Pants

*Shoes w/ Low Heels

*Dress Socks and Shoes

Gym shoes, blue jeans, flip-flops, etc. are not allowed. Students who are not properly dressed will be sent home to change clothing or they will not be allowed to participate in the ceremony. In addition, no items may be brought to the ceremony (purses, phones, etc.).

SENIOR INFORMATION & END OF YEAR PROCEDURES

Graduation Caps, Gowns, and Announcements

Watch/listen for postings of order and delivery dates at school. After the posted date, graduation caps, gowns, and announcements will be available in the Student Activities Office.

Senior Speech and Commemorative Ceremony

Any senior who would like to be considered to address his/her class at Commencement or be part of the Commemorative Ceremony may apply with the Senior Sponsor.

Senior 2nd Semester Exams

Seniors will be required to take a semester examination in the form of a test, project, or presentation which will occur prior to the last day of school for Seniors.

Obligation and Fines

All class, library, activity or athletic obligations and/or fines must be cleared prior to graduation. Those students with obligations and/or fines will not receive their diploma until the obligation and/or fine is removed.

Final College Transcripts

Early Spring, our school registrar will be mailing you a questionnaire. This form will authorize NNHS to send your final transcript to the college or university that you will attend in the Fall.

Early Graduation

Any student who makes the choice to graduate early waives his or her opportunity to participate in any athletics that occur after they graduate. These students may come back to the school only to attend Senior Celebration, Senior Breakfast, Exit with Pride, Prom, Commencement, and any other special senior activities.

Junior students who graduate early may not come back the following year to attend any senior activities after they have graduated. This includes Senior Celebration, Senior Breakfast, Exit with Pride, Prom (unless as a guest of a currently enrolled student), or any other special senior activities. In addition, they may not attend any senior class activities during their junior year, nor will they receive any "senior privileges" such as senior parking tags or open campus lunch. The only exception to this policy is their participation in the commencement ceremony at the end of the year.

Senior End of the Year Activities

Senior Celebration:

This is a Senior lock-in requiring tickets and parent permission forms. The school is transformed into a variety of theme areas with fun activities, entertainment, and food.

Prom:

Prom will begin at 5:30 p.m. and conclude at 10:30 p.m. Once you enter, you may not leave; if you do leave, you will not be permitted to return. Tickets for Prom will go on sale during all lunch periods three weeks prior to the event.

Exit with Pride:

This is a fun afternoon filled with many activities brought to you by Student Activities. Seniors will be going to Centennial Beach so they should bring swimsuits and towels. Lunch will be served by your Administration. In the event of lightning, this event will be cancelled.

Commemorative Ceremony:

Seniors, family, and friends are welcome and encouraged to attend. This is an evening of thoughtful reflection with Senior speakers and performers. **You must wear your cap and gown for this ceremony with proper graduation attire underneath.**

Commencement Rehearsal:

All Seniors are required to be in attendance. Students who fail to attend rehearsal, without previously notifying school administration, will not be permitted to participate in Commencement. Seniors will then attend the All-School Awards Assembly.

All School Awards Assembly:

This assembly will honor our students and their accomplishments. All Seniors will be seated on the floor in the Fieldhouse. Seniors attending this program need to be in proper graduation attire as previously listed.

Senior Breakfast:

The Senior Breakfast is an optional event. Tickets will be sold prior to the event. Along with breakfast, Seniors will receive their North Star Senior Issue, Yearbook, and a Senior Gift. **Seniors attending this program need to be in proper graduation attire as previously listed.**

All school rules (i.e. no smoking, etc.) are in effect while students are in attendance at all events, including Commencement. Failure to abide by school rules will result in student(s) being removed from event(s) and disciplinary action at school. Seniors participating in "Senior Pranks" or found on campus without purpose will not be allowed to participate in Commencement. If a Senior's behavior warrants an escort from Commencement Activities, an appointment with the Principal will have to be made by that student and his/her parents in order to receive their diploma.



NNHS LIBRARY SERVICES

Hours: 7:00 a.m. to 4:00 p.m. Monday through Thursday
7:00 a.m. to 3:30 p.m. Friday

Circulation Policy:

<u>Material Type</u>	<u>Checkout Period</u>	<u>Fine/Day</u>
Books	2 weeks/can be renewed	\$.10
Magazines	3 days	\$.10
On Reserve	Overnight	\$1.00
Reference	In Library Use Only	
MP3 Audiobook	2 weeks	\$1.00
Videos/CDs/DVDs	Overnight	\$1.00

Services Available:

Photocopies	\$.10/page
Color Printer Use	\$.25/page

Library Staff:

Library Director	Ms. Lee Anne Applegate	630-420-4203
	lapplegate@naperville203.org	
LRC Teacher	Mr. Mark Skarr	630-420-6510
	mskarr@naperville203.org	
Assistant	Ms. Vikki Stella	630-420-6511
	vstella@naperville203.org	
Assistant	Ms. Carol Naughton	630-420-6506
	cnaughton@naperville203.org	
Assistant	Mr. Dave Streeter	630-420-6934
	dstreeter@naperville203.org	

To check out materials from the NNHS Library, you will need your student ID. Please make sure to bring it with you each time you enter the library.

You are welcome to come into the library at any time with a pass from a classroom teacher. Teachers are accustomed to writing these passes, so feel free to ask for one. You may drop into the library at the start of your lunch hour without a pass and then may return to lunch at any time.

Computers are available for your use in the library for completing research assignments, printing papers, and producing media presentations. Staff members are available to assist you all periods of the day.

The NNHS Library has a small supply of markers, colored pencils, glue sticks, tape, scissors, etc. to assist you as you work on your projects. Just ask for any of these at the Circulation Desk.

NNHS Library has a collection of over 18,000 books, videos, and other resources. We subscribe to about 35 hard copy magazines for your reading pleasure. We have a large selection of online resources (full-text magazine articles, reference book articles, other print sources) available to you through our Library Research Links Web Page. These resources include databases, reference sources, and our own library catalog which are available 24/7 from school or home. Passwords to these resources are available in the student handbook in the following pages. These may change during the school year, so be sure to check at the circulation desk regularly for the most current listing of passwords to these wonderful resources.

Any of the library staff will be happy to help you with whatever question or informational need you have. Please feel free to come to the Circulation Desk at any time and ask for assistance!

LIBRARY AND AUDIO-VISUAL

The NNHS Library is available to students from 7:00 a.m. to 4:00 p.m. Monday through Thursday, and from 7:00 a.m. to 3:30 p.m. on Friday. An ID card is required to check out materials which circulate for approximately two weeks. Fines are charged for overdue materials. If the fine is paid for the overdue item on the day it is returned, the fine is reduced by 50%. Students must appropriately sign in and out of the library when they arrive or depart. While working in the library, students are expected to focus on their assignments, respect others as they work in the library, and use care in the handling of all library equipment and materials. Students have access to a wide array of subscription databases and other online resources for their research needs (accessible both at school and from home) through the NNHS Library Webpage. Username and Password information is required for many specialty databases which can be obtained from the NNHS Library Circulation Desk. Library staff members are available to assist students with any of their research or pleasure reading needs. More information on library resources can be found later in the planner.



NETWORK AND INTERNET ACCESS

Access to Electronic Networks:

Naperville Community Unit School District 203 School Board's goal is to include Electronic Networks, including the Internet, in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Electronic Networks includes all information accessed by Internet sites, E-Mail, on-line services, and bulletin board systems.

Curriculum:

The use of Electronic Networks shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students. Use shall comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use Electronic Networks throughout the curriculum.

Electronic Networks are part of the curriculum and are not a public forum for general use.

Acceptable Use:

All use of the District's connection to Electronic Networks must be in support of education and/or research, and be in furtherance of the School Board's stated goal. Use is a privilege, not a right. Students have no expectation of privacy in any material that is stored, transmitted, or received via or deleted from the district's Electronic Network or district computers. General rules for behavior and communications apply when using the Electronic Networks. The District's acceptable use for Access to Electronic Networks contains examples of the appropriate uses, ethics, and protocol. Electronic communications and downloaded material may be monitored or read by school officials.

Digital Learning Initiative:

Beginning Fall 2015, NNHS students will receive a Chromebook. At that time, students will participate in training on Acceptable Use and Digital Citizenship expectations. A link to these policies is on the District 203 website. Chromebooks must be returned by Seniors upon graduation. All students must return Chromebooks when leaving NNHS and/or transferring to another school. The District may recall Chromebooks at any time, from any grade or class, for refresh or replacement. Chromebook collection procedures will be distributed prior to any collection date.

Internet Safety:

The District shall have a filtering device that blocks entry of computers connected to the Internet to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the superintendent or designee. The superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the superintendent or system administrator. The superintendent or designee shall include measures in this policy’s implementation plan to address the following:

Limiting student access to inappropriate matter as well as restricting access to harmful materials;

1. Student safety and security when using electronic communications;
2. Limiting unauthorized access, including "hacking" and other unlawful activities; and
3. Limiting unauthorized disclosure, use and dissemination of personal identification information.

The failure of any student to follow the terms of the acceptable use for Access to Electronic Networks, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

The superintendent or his/her designee is authorized, as he or she determines necessary, to revise the regulations governing the use of electronic networks.



NNHS Library Username/Password List
<http://schools.naperville203.org/nnhs>
 then access the Resources/Library tab below the NNHS banner

NNHS Library Online Resources – Access from the address listed above 24/7!	USERNAME PASSWORD
AP Images – Photographic images from the Associated Press archives. Download and use for presentations and educational documents.	Refer to physical copy of student handbook
Biography Reference Center – More than 450,000 biographies, searchable by keyword or by category. Information extensive and complete.	Refer to physical copy of student handbook
Career Cruising – Find the right career - Includes hundreds of detailed occupations-working conditions, earnings, education, career path, etc.	Refer to physical copy of student handbook
Career Information System – Occupations and employment, education and training, assessments and interest profiler. Create your own portfolio as you research.	Refer to physical copy of student handbook
Consumer Reports Online/Health Online - Features ratings and recommendations on products and services-appliances, electronics, and health issues/services/products.	Refer to physical copy of student handbook
Culturegrams – Country information includes maps, statistics, and in-depth information on stats and countries.	Refer to physical copy of student handbook
EBSCO – Databases include MAS Ultra (magazines & periodicals), Newspaper Source , Health Source , and the Professional Development Collection and ERIC .	Refer to physical copy of student handbook
eLibrary – Large general reference collection – Includes multimedia sources, magazines, newspapers, maps. History Study Center and Proquest Literature .	Refer to physical copy of student handbook
Encyclopedia Americana – In-depth information reference source.	Refer to physical copy of student handbook
Encyclopedia of American Studies – History, philosophy, arts, and cultures of the U.S. in relation to the world from pre colonial days to the present.	Refer to physical copy of student handbook
FirstSearch – Full text databases – Medline, Articles1st, WorldCat and others.	Refer to physical copy of student handbook
Gale Virtual Reference Library – Curriculum focused reference sets in all subject/topic areas.	Refer to physical copy of student handbook
Grove Music Online – Includes dictionary of music and musicians, opera, and dictionary of jazz containing full biographies and research materials.	Refer to physical copy of student handbook

History Study Center - Covers global history from ancient times to the present day. Contents include reference books, essays, journal articles, historical newspaper and magazine articles, maps, rare books, government documents, transcripts of historical speeches, images and videoclips.	Refer to physical copy of student handbook
Literary Reference Center – Includes information on thousands of authors, biographies, literary criticism, poems, stories and literary reference materials.	Refer to physical copy of student handbook
MAS Ultra - <i>MAS Ultra</i> contains full text resources from hundreds of magazines covering a wide-range of subject areas including history, science, and careers. In addition, <i>MAS Ultra</i> provides full text articles/documents from thousands of biographies and primary source documents, reference books, and an Image Collection containing photos, maps, and flags.	Refer to physical copy of student handbook
Military History – <i>Global Chronology of Conflict</i> - From the stand of the Spartans at Thermopylae to the battle of Gettysburg, this work chronicles the history of conflict.	Refer to physical copy of student handbook
Modern Genocide – Comprehensive information on genocides and unique insights focusing on the beginning of the 20 th century to the present day.	Refer to physical copy of student handbook
NetTrekker – Educational search engine which connects to over 300,000 of the best hand-selected, educator-approved online resources.	Refer to physical copy of student handbook
New Book of Popular Science – Science and technology plus Science in the News.	Refer to physical copy of student handbook
Novelist Plus – Fiction and nonfiction titles based on favorite authors, titles, or description, author read-alikes, articles, lists by genre, award titles, and book guides.	Refer to physical copy of student handbook
Opposing Viewpoints – Social issues ie. gun control, genetic engineering, terrorism.	Refer to physical copy of student handbook
Oxford English Dictionary -- Master dictionary of the English language.	Refer to physical copy of student handbook
ProQuest Literature - Provides more than 180,000 full-text works of poetry, prose, and drama from around the world. It also includes secondary sources such as author biographies and multimedia, as well as literary criticisms, essays and reviews.	Refer to physical copy of student handbook
Salem Health - Salem History - Salem Literature - Salem Musicians – For access from home, click on second tab for Remote Access Login, enter password.	Refer to physical copy of student handbook
Science in Context – Includes hundreds of science topics found in academic journals, news articles, experiments, video/audio files, and approved websites. Updated daily.	Refer to physical copy of student handbook
SIRS Decades – Primary source information about the 20 th century by decade includes streaming video, websites, photos, maps and primary source articles.	Refer to physical copy of student handbook

<p>Student Research Center - Provides access to Health Source, MAS Ultra, Biography, Science, and History Reference Collections.</p>	<p>Refer to physical copy of student handbook</p>
<p>Teen Health & Wellness - Topics include diseases, drugs, alcohol, nutrition, fitness, mental health, diversity, family life, and more. Curriculum based.</p>	<p>Refer to physical copy of student handbook</p>
<p>Visual Thesaurus – Interactive dictionary and thesaurus which creates word maps with meanings and branches to related words. Over 145,000 words.</p>	<p>Refer to physical copy of student handbook</p>
<p>World Book Resource Center Online – General knowledge reference source – great encyclopedia for students</p>	<p>Refer to physical copy of student handbook</p>

Creating an Effective Search

Develop a list of words (keywords) for your search. Use a thesaurus to develop a list of keywords or search terms before you even begin your search.

Some engines give more weight to the first keyword in a query. Use the most unique keyword first, or try varying the order of the keywords. Be sure to place more than a single word search in quotes. If you are searching more than one term, connect the terms with the word **AND**, **OR**, or **NOT**. Be certain to capitalize this connecting word, or it will be considered a STOP word in your search, ignoring the **AND**, **OR** or **NOT** altogether. This will create an ineffective search. **GOLDEN RULE: AND, OR, NOT IN ALL CAPITAL LETTERS – ALWAYS** when used as connecting words. Some examples follow.

<u>Type of Search</u>	<u>Keyword or Phrase</u>
Keyword Search	chocolate
Phrase Search	"chocolate bar"
AND Search	chocolate AND mint
NOT Search	chocolate NOT mint "chocolate bar" NOT mint
OR Search	chocolate OR "chocolate mint"
Name Search	"Russell Stover" "Stover, Russell"

Do not use a, an, but, for, of, the, etc. in your search. It will save the search engine time hunting if these are removed from your search.

Always check the search engine short cuts provided in either "search tips" or "toolkit" provided in each search tool to see what specific types of searches are preferred before you begin your search.

Truncation and Wildcard Characters

Truncation and wildcard characters may also be used in some online databases and search engines or metasearch tools. Check "search tips" or "toolkit" for each to see if the following can also be used.

- ★ The symbol * is used as a right-handed truncation character only; it will find all forms of a word.
For example, searching for **econom*** will find "economy", "economics", "economical", etc.
- ? The symbol ? is used to replace any single character, either inside the word or the right end of the word.
? cannot be used to begin a word.
For example, searching for "**wom?n**" will find "woman" and "women." Searching for "**t?re**" will find "tire", "tyre", "tore", etc.

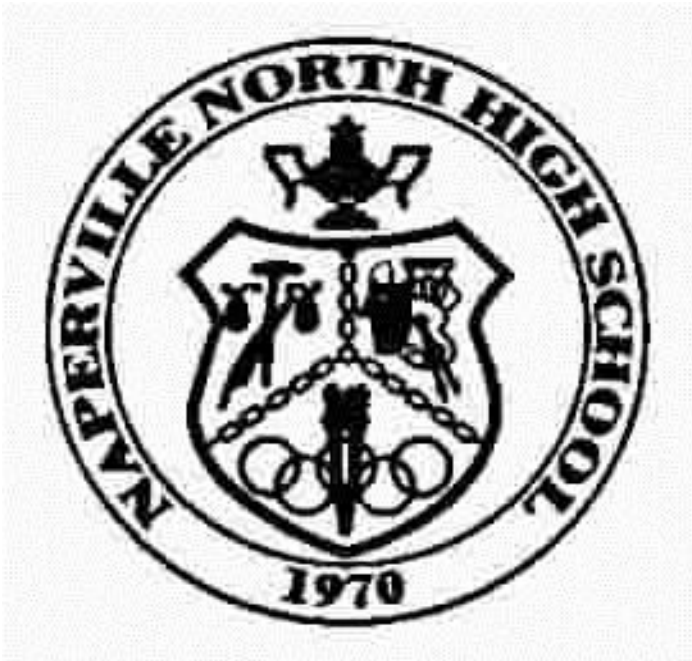
Research Tips for the Internet

*Here are a few tips that will help you find what you need on the web more efficiently!
Take the time to try them out.*

1. **Consider what you need to find then start with that type of resource.** If you need *web pages* you will start with a *search engine*. If you need *periodical articles* you need to use a periodical *database*. If you need books you will need to find the library catalogs online. Remember that NOT EVERYTHING is on the Internet, and sometimes, it is easier and faster to get your information from a book.
2. **Use a Search or Metasearch Engine.** Meta engines will allow you to use several different search engines simultaneously. This is particularly helpful since no two engines search the same part of the Internet. Search or Metasearch engines which return excellent results are: Sweet Search, Bing, Google Scholar, Infomine, Ixquick, Metacrawler and Yippy.
3. **THINK about the words you need to search with.** Don't just start with the most obvious terms. Take the time to consider alternative terms, synonyms, plural and singular versions of key words. Sometimes names or dates will be significant too. *For example:* when searching for information on this topic I used the following words in the same search – *immigrants, immigration, America, United States.*
4. **Use the search engine short cuts!** Every engine and meta engine uses short cuts to insure you get the right word combinations – AND, OR, and NOT. Find out what cuts YOUR engine uses. HINT: Toolkit suggests you put a + sign in front of each word you must have on the web sites which it finds for you, and each term is separated by commas. (*+immigrants, +immigration, +America, +United States*)
5. **Always consider the source of the site's information.** Is it valid? Is the author reliable? Where did the information come from originally – is it documented? If you have ANY doubts on any one of these questions, find another site. Also, read the hit summaries carefully for clues of site usefulness. Words like "book", "Visa", "Mastercard", etc. are good clues that it's NOT what you want unless you are in the market to BUY something.
6. **If you find a great site write down the following information:** its URL, the keywords and engine used to find it, and the date you found it. You can also print out the first page of the site which will have SOME of that information. (This printing option also proves that you actually found the site!)
7. **Watch out for sites that lead you to other good sites!** Once in a while you will discover a site that contains links to other sites that are on your topic. Make sure you keep a record of that web site page of links. (You can also bookmark your results page on your search engine so you won't lose your place on that list!)

If your hit list doesn't produce good sites revise your search. Switch the order of the words, change the words, consider your topic again. Are you using
the most appropriate words?

**ATHLETICS
AND
ACTIVITIES**



ATHLETIC PROGRAMS AND COACHES

Naperville North High School is very proud of its outstanding Athletic Program and the student athletes who participate on behalf of our school and community in the DuPage Valley Conference. Students are encouraged to contact the Athletic Director, Mr. Bob Quinn, or the individual Head Coach for information regarding any of the following programs.



Fall Sports

Girls

Cross Country	Mr. Dan Iverson
Golf	Ms. Greta Williams
Swimming	Mr. Andy McWhirter
Tennis	Ms. Heather Henriksen
Volleyball	Ms. Jen Urban

Boys

Cross Country	Mr. Dave Racey
Football	Mr. Sean Drendel

Golf	Mr. Ryan Hantak
Soccer	Mr. Jim Konrad

Winter Sports

Girls

Basketball	Mr. Jason Dycus
Gymnastics	Mr. Chris Stanicek

Boys

Basketball	Mr. Jeff Powers
Swimming	Mr. Andy McWhirter
Wrestling	Mr. Tom Champion

Spring Sports

Girls

Badminton	Ms. Heather Schild
Soccer	Mr. Steve Goletz
Softball	Mr. Jerry Kedziora
Track	Mr. Brian Webb
Water Polo	Mr. Andy McWhirter

Boys

Baseball	Mr. Carl Hunckler
Gymnastics	Mr. Chris Stanicek
Tennis	Ms. Heather Henriksen

Track	Mr. Mike Beese
Volleyball	Mr. Nate Bornancin
Water Polo	Mr. Martin Bell



For athletics information and schedules:

<http://www.athletics2000.com/napervillenorth/>

For live streaming of events and archived video footage of special

events: <http://www.ihsa.tv/napervillenorth>

ACTIVITY PROGRAMS AND SPONSORS

Naperville North encourages participation in extra-curricular programs to be an integral part of the total school experience. Our programs provide opportunities for service, leisure activities, academic enrichment, leadership, decision making and the development of individual and group responsibility. These programs are under the direction of Ms. Jen Baumgartner, Dean of Student Activities. For a detailed list of all clubs, activities, and sponsors, please refer to the Naperville North website and click on the Student Activities tab. There you will find a link to our "Something for Everyone" booklet.

NCUSD 203 Board Policy 7.240 High School Co-Curricular Participation Code

The Superintendent, using input from coaches and sponsors of high school co-curricular activities, students and parents of students involved in high school co-curricular activities, athletic directors and deans of student activities, shall develop a Co-Curricular Participation Code ("the Code") for all participants in co-curricular activities. The Code shall be subject to Board of Education approval. The Code should provide and give notice to participants that failure to abide by the Code could result in their suspension from co-curricular participation for up to one calendar year.

HIGH SCHOOL CO-CURRICULAR PARTICIPATION CODE

General Information

This information shall be considered the High School Co-Curricular Participation Code and is prepared for the benefit of prospective and current students at District 203 high schools and for their parents. In addition to the Code, there are other requirements and commitments that are asked of participants. They will be made known to the participants by school staff members and/or school announcements. Where applicable, the District 203 Discipline Policy (See Board Policy 7.190) and Illinois High School Association requirements, as published, must also be met. Parents, as well as sponsors, are expected to be responsible for requiring that their participants adhere to the Code. The Code is in effect at all times, 12 months a year, in season or out of season, whether school is in session or not.

Please note: All co-curricular participants and their parents are expected to sign the co-curricular participation code. This is included at registration. Failure to sign the co-curricular participation form does not exclude you from being held accountable for the Code.

Parents and family members are expected not to host a party for high school students at which illegal consumption of alcohol and/or use of controlled substances, steroids, or look-alike drugs occur.

Philosophy

The Co-Curricular activities in District 203 high schools are organized to allow for the fullest possible participation for those students willing to make a definite commitment to co-curricular activities. Participating in co-curricular activities is viewed by District 203 high schools as a worthwhile endeavor to enhance adolescent development. Participation in co-curricular activities is a privilege and, as such, carries certain expectations. Co-curricular means all activities, inclusive, offered by District 203 high schools in addition to the curricular offerings. The important goals of the co-curricular activities are to offer participants direction in developing healthful living habits, discipline, leadership, teamwork, citizenship skills, and respect for structure, rules, and responsibilities. It is to these ends that a "Code" is established for those students choosing to take part in the co-curricular activities program. Every student who chooses or is chosen to be a participant in a co-curricular activity will be offered the opportunity to practice, and whenever possible, to participate in events, contests and activities relative to their demonstrated abilities.

Important advantages of individual initiative, character, and teamwork can be developed only when there is team cooperation with established procedures. Team success without such cooperation is deemed impossible. No attempt to infringe on a student's individual rights is intended, and such standards are applied on participants with the knowledge and recognition that the established goals of character development, team spirit and morale and success cannot be achieved by any other alternative.

Participation Fee

The Board of Education annually establishes a fee assessed to each participant in most co-curricular activities.

Rules for Co-Curricular Participation

Participants in co-curricular activities in District 203 will be obligated to observe the District 203 Discipline Policy as well as the following established requirements.

Participants must refrain from:

1. Smoking, possession, use, sale, or, distribution of tobacco products or nicotine delivery device (e-cigarette, vapor pen) in any form on school grounds or at any school related activity. Smoking, possession of a lighted cigarette or use of tobacco products on adjacent property or within visible sight of the school grounds. Violation of any current city ordinances and state law regarding tobacco. Students under the age of 18 will be referred to the Naperville Police Department for additional intervention.
2. Possession, use, purchase, or distribution of alcohol. Possession is also considered to be any presence while illegal transportation is taking place.
3. Possession, use, purchase, or distribution of controlled substances, steroids, look-alike drugs or related paraphernalia. Possession is also considered to be any presence while illegal transportation is taking place.
4. Theft, possession of stolen property, or vandalism.
5. Acts of violence, or other illegal acts in this or any other jurisdiction. Board of Education Policy 7.190, Student Discipline prohibits specific acts of violence such as demonstrating aggressive behavior, fighting and physical assaults. Significant acts of violence within these categories, as determined by school administrators, can result in from a step 1 to a step 3 consequence.
6. Attending a function where there is illegal consumption of alcohol, use of controlled substances, steroids, or look-alike drugs.
7. Sale, distribution of, or providing location for the consumption of alcohol, steroids, or controlled substances. (On the first offense of the Code, such a violation will carry a 2nd offense consequence. A second offense of either #7 or #8 will carry a 3rd offense consequence.)
8. Suspicion of driving under the influence or impairment of alcohol or controlled substances. For purposes of the Participation Code, a legal finding of driving under the influence is not necessary for a finding of a violation of this paragraph. (Based on zero tolerance for use, on the first offense of the Code such a violation will carry a 2nd offense consequence. A second offense of either #7 or #8 will carry a 3rd offense consequence.)
9. Hazing in any co-curricular activity or any school program. (See Board of Education Policy 7.190, Student Discipline) High School Administration (Deans, Athletic Director, Activities Director, Principal) to clarify in advance any practice or behavior. A statement exists at the District level that clarifies unacceptable behavior.
10. Harassment in any co-curricular activity or school program. (See Board of Education Policy 7.190, Student Discipline) High School Administration (Deans, Athletic Director, Activities Director, Principal) to clarify in advance any practice or behavior. A statement exists at the District level that clarifies unacceptable behavior. (See Board of Education Policy 7.20, Harassment of Students Prohibited)
11. Maintaining or being identified on a social network site which depicts illegal or inappropriate behavior will be considered a violation of this code.
12. Bullying or cyberbullying.

13. Anything covered by Board of Education Policy 7.190, Student Discipline, Classification #3.
14. Anything covered by the Academic Integrity Code, Level 3.
Theft, sale or the distribution of those materials including, but not limited to, examinations, quizzes, or any material used to gain an unfair advantage or changing and/or falsifying a grade. Cheating on a final exam or culminating project is considered a Level 3 violation.

NOTE: Violations of the above are considered together in terms of determining 1st, 2nd, and 3rd offenses, and are cumulative over a student's high school career.

DISTRICT 203 CONSEQUENCES FOR CO-CURRICULAR PARTICIPATION CODE VIOLATIONS

a. 1st Offense

Suspension from co-curricular participation for the number of regularly scheduled contests listed in Table I, Column 1 and/or the activity participation listed in Table II, Column 1. (Please refer to Adm. Reg. 7.240 for these tables.) Possible requirement for appropriate follow up, such as mediation or meeting with the counselor.

Carry Over: If the season for a co-curricular activity does not allow the participant to successfully complete the suspension, the suspension will carry over to the next season in which participation occurs. No awards for such participant will be given until the suspension is completed. The participant may be required to practice with his/her team during this period of suspension.

Self Admission: Self-admission of any behavior that could be construed as a violation of the Code without the knowledge of civil or school authorities may result in the consequences for a 1st Offense being waived. The purpose of this option is to provide a mechanism in which the participant can receive assistance.

Assessment: An assessment will be required of all 1st offense violations that involve drugs, alcohol, steroids or other controlled substances, look-alike drugs or related paraphernalia. The assessment program must be approved by the school Dean of Students and the results of the assessment will be released to the Dean of Students. Failure to obtain an assessment will result in continued suspension from the activity for up to one calendar year.

b. 2nd Offense

Suspension from co-curricular participation for the time listed on Table I, Column 2, or Table II, Column 2 of the next regular season of participation, or the current season. The participant may be required to practice/meet with his/her activity during this period of suspension. (Please refer to Adm. Reg. 7.240 for these tables.)

Before regaining eligibility from a 2nd offense violation, participants must arrange for and hold a meeting involving the participant, parent(s) and the administrator overseeing the program. The purpose of this meeting will be to discuss efforts undertaken by the student and family to correct problems. Failure to hold such a meeting will result in continued suspension from the activity for up to one calendar year.

Students suspended at the second step, where less than half of the regular season remains, may continue to rehearse/practice with the team, but will not be able to participate in any competitions for the term of the suspension. However, if the coach and administrator in charge determine that the student is engaged in inappropriate behavior, the student will no longer be allowed to continue to rehearse/practice with the team for the term of the suspension.

Assessment: An assessment will be required of all 2nd offense violations that involve drugs, alcohol, steroids or other controlled substances, look-alike drugs or related paraphernalia. The assessment program must be approved by the school Dean of Students and the results of the assessment will be released to the Dean of Students. Failure to obtain an assessment will result in continued suspension from the activity for up to one calendar year. 2nd offense consequences may be reduced to 1st offense consequence level if the recommendation for treatment from the professional assessment is successfully completed at the student's expense.

c. 3rd and Subsequent Offenses

Suspension from co-curricular participation for one calendar year. Students suspended at step 3 may continue to rehearse/practice with the team, but will not be able to participate in any competitions for the term of the suspension. However, if the coach and administrator in charge determine that the student is engaged in inappropriate behavior, the student will no longer be allowed to continue to rehearse/practice with the team for the term of the suspension.

Process of Parental Notification and Review

Once administrators have determined that a violation has occurred, the parents of the student involved will be notified orally or in writing. The parents have a right to have the decision reviewed by the high school principal, whose determination is final.

LEGAL REF.:	<u>Clements v. Board of Education of Decatur</u> , 478 N.E.2d 1209 (4th Dist. 1985). 105 ILCS 5/24-24 and 5/34-84a.
CROSS REF.:	6:190 (extracurricular and co-curricular), 7:190 (student discipline)
ADOPTED:	October 7, 1996
Revised	April 19, 2010
Reviewed	April 18, 2011
Revised	April 16, 2012
Revised	April 15, 2013
Revised	April 21, 2014
Revised	April 20, 2015

Co-Curricular Code

TABLE I –ATHLETICS

SPORT	1st OFFENSE CONTEST SUSPENSIONS (1)	2nd OFFENSE CONTEST SUSPENSIONS (2)
Boys Baseball	8	18
Boys Basketball	4	11
Boys Cross-Country	4	8
Boys Football	2	5
Boys Golf	4	8
Boys Gymnastics	4	8
Boys Lacrosse	4	10
Boys Soccer	4	9
Boys Swimming	4	7
Boys Tennis	4	9
Boys Track	4	9
Boys Volleyball	4	11
Boys Water Polo	6	15
Boys Wrestling	4	9
Girls Badminton	4	8
Girls Basketball	4	11
Girls Cross Country	4	8
Girls Field Hockey	3	9
Girls Golf	4	8
Girls Gymnastics	4	8
Girls Lacrosse	4	10
Girls Soccer	4	9
Girls Softball	8	18
Girls Swimming	4	7
Girls Tennis	4	9
Girls Track	4	9
Girls Volleyball	4	11
Girls Water Polo	6	15

Suspension numbers are based on 25% at Step 1 and 50% at Step 2 of the highest number of contests allowed by the IHSA. The number of contests suspended may change based on the actual number of scheduled contests. This determination will be made by the Administrator in charge after review of the current schedule for the sport/activity.

Table II - ACTIVITIES

VIOLATION PENALTY FRAMEWORK: TIME

ACTIVITY	1st OFFENSE SUSPENSION (1)	2nd OFFENSE SUSPENSION (2)
Class Boards/NN (All levels)	5 Weeks	10 Weeks
Class Councils/NC (All levels)	5 Weeks	10 Weeks
Foreign Language Clubs	5 Weeks	10 Weeks
Intramurals	5 Weeks	10 Weeks
Horticulture Club	5 Weeks	10 Weeks
Pep Club	5 Weeks	10 Weeks
Tech Crew	5 Weeks	10 Weeks
Theatre/Drama Club	5 Weeks	10 Weeks
Investment Club	5 Weeks	10 Weeks

VIOLATION PENALTY FRAMEWORK: CONTEST/PERFORMANCE

Cheerleading	4	8
Chess Club	3	6
Debate	2	4
Flag Corps	4	8
Orchesis	1	2
Pom Pons	4	8
Step Team	1	2
Ultimate Frisbee	2`	4 or 1 tournament
Multicultural Club	1	2
Robotics Team	1	2
Scholastic Bowl	2	4
Speech Team	2	4
WYSE/JETS	2	4
Urban Revolution Dance Club	1	2
Chamber Choir	2	4
Jazz Choir	2	4
Show Choir	1	2
Musical	2 (weeks)	1 (performance)
Plays	2 (weeks)	1 (performance)
Marching Band	2	4
Jazz Band	1	3
Pep Band	2	4
Jazz Combos	1	2
Small Instrumental	1	2
Ensembles	1	2
Orchestra	1	3
Madrigals	2	4

TABLE II – ACTIVITIES (continued)

VIOLATION PENALTY FRAMEWORK: SPECIFIED		
ACTIVITY	1st OFFENSE SUSPENSION (1)	2nd OFFENSE SUSPENSION (2)
Band Activities	9 Week Restriction from Feature Soloist, Section leader, Ensemble participant, Field Officer, Band Advisory Council	18 Week Restriction from: (Same as first offense)
Math Team NNHS: Fall Season	North Suburban Math League may not practice or compete next NSML contest including conference final meets.	May not practice or compete in the next 2 NSML contests, including conference and DVC if occurs after meet 4
Spring Season:	DVC and State Math Team loss of two weeks practice, and 1 meet from NSML conference meet 5, DVC conference meet, ICTM/REG ICTM/State	Loss of 4 weeks and 2 meets
Literary Magazine	Loss of 'credit' section inclusion	Loss of direct input/selection
Chorus	Student is not allowed to be the primary performer in a feature act for the current year.	Student is removed from a minor role in the musical in week 1, 2 or 3 of rehearsal. Beginning with week 4, student is denied the opportunity to audition for next year's show. Student is not allowed to be part of any Feature act for that school year.
National Honor Society	Official notice of 9 week probation	Removal from the organization
Newspaper	4 week restriction from: Workshops, scheduled social activity. No voice at meeting. Additional office assignment may also be assigned.	9 week restriction: all 1 st offense plus convention, loss of editor/leadership role

TABLE II – ACTIVITIES (continued)

ACTIVITY	1st OFFENSE SUSPENSION (1)	2nd OFFENSE SUSPENSION (2)
Theatre Central Plays	Loss of one: <ol style="list-style-type: none"> 1. Coffee Shop/Holiday Show 2. ONE Acts 3. Lock in 4. Community Players 5. Experimental Theatre 	Loss of one: <ol style="list-style-type: none"> 1. Fall Play 2. Spring Play 3. Theatre Fest
Yearbook	4 week restriction from: Workshops, scheduled social activity. No voice at meeting. Additional office assignment may also be assigned.	9 week restriction from: all first offense plus loss of editor/leadership role
Youth & Government Legislative	Loss of Pre-Legislative I or Pre-Legislative II Assembly	Loss of Springfield
Student Government/NN	5 week suspension from all related activities	9 week suspension from all related activities
Broadcast Club	5 week suspension from all related activities	9 week suspension from all related activities
First Class	5 week suspension from all related activities & removal of executive leadership role	Removal from First Class
Service Club	5 week suspension from all related activities	9 week suspension from all related activities
JKB	5 week suspension from all related activities	No JKB Jr. Day and /or Ranch
Model UN	Suspension from next conference and removal from board position	Suspension from next 2 conferences.
DECA	Suspension from next conference and removal from board position	Suspension from next 2 conferences

TABLE II – ACTIVITIES (continued)

ACTIVITY	1st OFFENSE SUSPENSION (1)	2nd OFFENSE SUSPENSION (2)
BPA	Suspension from next conference and removal from board position	Suspension from next 2 conferences
JSA	5 week suspension from all activities and loss of one mini-conference. Removal from board position.	9 week suspension from all related activities and loss of DC Conference or equivalent.

Suspension numbers are based on 25% at Step 1 and 50% at Step 2 of the highest number of contests allowed by the IHSA. The number of contests suspended may change based on the actual number of scheduled contests. This determination will be made by the Administrator in charge after review of the current schedule for the sport/activity.

All activities added throughout the year will be modeled after parallel clubs already in existence, at the discretion of the Dean of Student Activities.

Adopted: November 15, 2004

Revised: May 16, 2005, May 15, 2006

Reviewed: April 21, 2008

Revised: March 16, 2009

Reviewed: April 19, 2010

Revised: April 18, 2011

Revised: April 16, 2012

Revised: April 15, 2013

Revised: April 21, 2014

Reviewed: April 20, 2015

Athletic & Activity Eligibility Requirements

District 203 athletic academic requirements state that all incoming freshmen are academically eligible to participate in athletics for the first semester of freshman year. Starting second semester, freshmen are required to meet the academic eligibility requirements to participate in athletics. All other students must meet the following two requirements to be academically eligible to participate in athletics:

1. Students must have passed five classes and not failed 2 classes the semester prior to competing in athletics.
2. The student must be passing five classes and not failing two or more classes each week of the season in order to remain eligible to participate. Eligibility is evaluated on a weekly basis (three weeks over winter break and two weeks over spring break). Students deemed ineligible will not be able to participate for one week (Sunday to Sunday) and must correct the academic problem in order to be eligible to participate the following week.
3. Students failing two classes at the semester are ineligible for the next semester. If they are failing two classes at the end of the second semester, they have the option to attend summer school to obtain eligibility for the fall.

Athletic Eligibility Rules (IHSA)

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow in order to be eligible for interscholastic participation. The IHSA's rules have been adopted by the high schools which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSA Office.

Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsa.org.

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

1. Attendance

- A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.
- B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
- C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility.
- D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian. You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or
- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed legal guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or
- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

4. Transfer

- A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. **You cannot be eligible when you transfer until this form is fully executed and on file in the school office.**
- B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer **after the IHSA sport season has begun**, you will be ineligible for cross country that entire school term at the new school.
- C. If you transfer attendance from one high school to another high school, you will be ineligible unless:
1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;
 3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;
- D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.
- E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.
- F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.

5. Age

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

6. Physical Examination

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

7. Amateur Status

- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes.
- B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$75 fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

8. Recruiting of Athletes

- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.
- E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
- F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity which is not also provided or made available to all prospective students at that school.

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

9. School Team Sports Seasons

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

1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
- B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coaching personnel.

10. Playing in Non-School Competition

- A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
- B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
- C. If you wish to participate in a competition sanctioned by the National Governing Body, or its official Illinois affiliate for the sport, your principal/official representative must request approval in writing from the IHSA Office prior to any such participation.
- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with or compete against any junior college, college or university team during your high school career.

11. All-Star Participation

- A. After you have completed your high school eligibility in the sport of football, basketball, soccer or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
- B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.

12. Misbehavior During Contests

- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

The complete set of IHSA By-laws and Policies is available at www.ihsa.org.

NCAA Athletic Eligibility

NNHS students interested in qualifying as a prospective college student-athlete need to understand the Division I & II eligibility requirements and register with the Clearinghouse. Therefore, those students are advised of the following:

It is very important that the student and his/her parent view, read, and review the NCAA Clearinghouse website for complete and accurate information. Viewing, reading, and reviewing the NCAA Clearinghouse website is especially important for our athletic students and their parents. NCAA is the sole arbitrator of its rules and regulations. Any interpretation or questioning of the NCAA rules lies solely within the domain of the NCAA.

The website is www.ncaaclearinghouse.net. The NNHS code is 143106 (the same code as is used for NNHS for the ACT and SAT).

Spectator Conduct and Sportsmanship for Athletic and Extracurricular Events

DuPage Valley Conference Position relative to "Fan/Crowd Behavior":

The DuPage Valley Conference has a proud history of demonstrating quality sportsmanship, characterized by respect, pride, and a sense of fair play. These qualities have served as the cornerstone of our outstanding interscholastic programs over the years.

In keeping with these exemplary standards the DuPage Valley Conference Board of Control, Athletic Directors, and Coaches created a "Code of Ethics" relative to behavioral expectations for athletes, participants, coaches, sponsors, and spectators. It is our belief that participants and spectators should always conduct themselves in a manner which:

- Brings pride and dignity to their respective schools.
- Shows support and encouragement expressed in a positive and constructive manner for players and coaches.
- Demonstrates respect for opposing teams, fans and officials through their comments and behavior.

Behavior which manifests in individual and group cheers directed at individual players, coaches, officials, or rival crowds is considered disparaging, disrespectful and contrary to those standards that we as educators embrace so strongly. Additionally, the nature of this cheering and disrespect can create an unsafe environment for those community members in attendance.

In an attempt to circumvent this inappropriate behavior from further deterioration and to ameliorate overall fan behavior to reflect the high standards we all believe in so strongly, the Principals of the DuPage Valley Conference have agreed that any individual or group of individuals who participates in a cheer that may, or could be considered, disrespectful, disparaging or contrary to fostering good sportsmanship will result in the removal of that individual or group from the game or activity immediately. In addition, such persons may be denied admission to school events for up to a year after a Board of Education hearing.

Examples of unsportsmanlike conduct include:

- Using vulgar or obscene language;
- Possessing or being under the influence of any alcoholic beverage or illegal substance;
- Possessing a weapon;
- Fighting or otherwise striking or threatening another person;
- Failing to obey the instructions of a security officer or school district employee; and
- Engaging in any activity which is illegal or disruptive.

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

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

Be respectful and positive at all times by letting:
the players play,
the coaches coach,
& the officials officiate.

**ALWAYS SHOW OTHERS THAT
OUR SCHOOL HAS...
INTEGRITY, CLASS & PRIDE.**

WE ARE...THE HUSKIES!



Naperville North High School School Song

(Cymbals) What's the word?

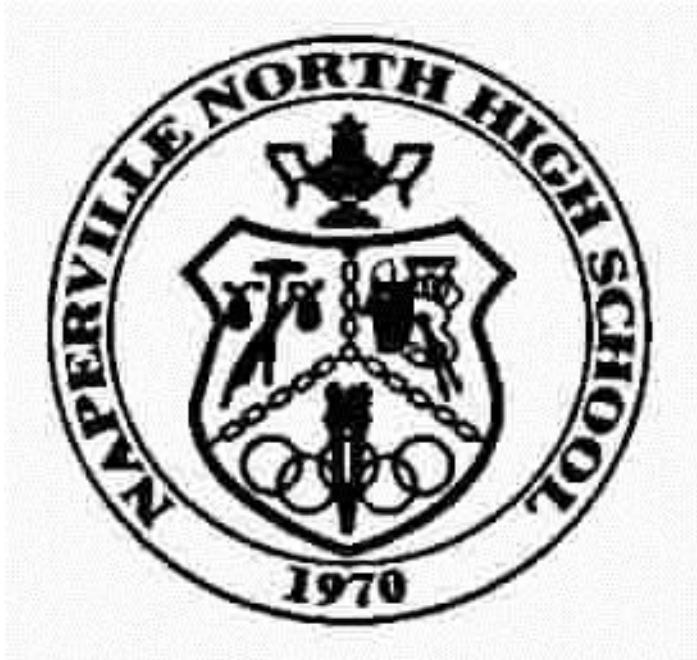
Fight! Fight! Fight!

The word is fight, fight, fight for Naperville
Let every loyal Huskie sing.
The word is fight, fight, fight for Naperville
Until the walls and rafters ring (Rah-Rah)
C'mon and cheer, cheer, cheer, for Naperville
We're gonna cheer until we hear the final gun.
The word is fight, fight, fight, for Naperville
until the game is won.

H*U*S*K*I*E*S. Huskies, Huskies are the best!

HOME OF THE HUSKIES

STUDENT SERVICES



HEALTH SERVICES



All freshman and students new to the state are required by law to have a physical examination (State of Illinois Certificate of Child Health Examination form). In the fall, students should present a properly completed physical to the nurse at registration. Students playing sports will need two forms of the physical examination one for nurse and one for athletics. Additionally, students are asked to submit emergency card during registration. These cards are included with the registration materials. If it is necessary for student to leave school because of an injury or illness, the student should report to the Health Office. Students leaving school due to illness who have not followed this procedure will be considered unexcused or truant. The nurse will notify parents about injury or illness.

Insurance for Student Accidents:

The District carries student accident insurance coverage on your child's behalf. The student accident coverage covers injuries that occur during any school sponsored and supervised activity including all athletic activities. If your family has medical coverage, this policy reimburses for out of pocket expenses including co-pays and deductibles (subject to policy conditions, limitations and exclusions). If you do not have medical insurance, our coverage is primary. If Parents/Guardians desire coverage for an accident, they must file a claim within 90 days of the injury. Accident claim forms are available from the health office or athletic trainers' room at the high schools.

MEDICATION POLICIES

NCUSD 203 Board Policy 7.270 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" 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.



A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a "School Medication Authorization Form." 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 or epinephrine auto-injector or the storage of any medication by school personnel. 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 and/or medication, or the storage of any medication by school personnel.

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

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

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.

ADMIN. PROC.: 7:270-AP (Dispensing Medication), 7:270-E (School Medication Authorization Form)

Revised: June 15, 2009

NCUSD 203 Board Policy 7.270R Administrative Regulation - Guidelines for the Administration of Medication in School

When a student requires daily or regular medication, parents must make every effort to give prescribed doses of the medication at home. It is recommended that parents consult with their doctor to see if midday medication can be adjusted and given at another time. Therefore, only medications (prescription, non-prescription and herbal) which are prescribed by a physician and which are essential for the student to remain in school shall be given on an "as-needed" basis, providing that the conditions outlined below are followed. Standing orders (written protocol for general use of a medication) may not be used as a basis for administration of medication.

A. Prior to giving any medication (long term, short term, prescribed, over-the-counter or herbal) at school, the school medication permission form shall be completed, authorizing the school to administer the medication. Permission forms shall be renewed every year or whenever changes in medication or the health of the child occurs. Forms are kept on file in the health office. Permission forms are available in the school health office and are subject to review by the certified school nurse.

B. The school nurse shall review the written order, require any additional information from the parent or guardian or the student's licensed prescriber appropriate to complete the review, consult with the Principal of the school or School District medical advisors, as appropriate, and accept the written order or seek further clarification of the order if necessary. An appeal regarding the denial of any order prescribing the administration of medication at school may be made by the parent or guardian to the Principal of the school and then to the Superintendent.

C. Each dose of medication shall be documented in the students' individual health record. Documentation shall include date, time, dosage, route and the signature of the person administering the medication or supervising the student in self-administration. In the event a dosage is not administered as ordered, the reasons shall be entered in the record. Medication log information is documented on the permanent health record and the medication log is generally discarded at the end of two school years.

D. Medication shall be brought in a current pharmacy container clearly marked with student's name, prescription number, medication name/dosage, administration route, date and refill, licensed prescriber's name and pharmacy address and phone number. Over-the-counter medication shall be in the original container with ingredients listed and child's name affixed to the container.

E. Administration of the medication will be started when the medication and permissions are reviewed by the certified school nurse.

F. Medications and special items necessary to administer medications, such as syringes and hypodermic needles, must be stored in a separate locked drawer or cabinet. Medications requiring refrigeration must be refrigerated in a secure area. Medications which must be available while a student is engaged in school activity conducted away from the customary site of storage must be kept with the certified employee supervising the activity.

G. A medication supply will be accepted on the first school day when the doctor and parent permission are received. The container will be sent home with the student when re-supply is necessary. Parents will be asked to pick up unused medication at the end of the school year or when medication is discontinued. Parents should bring new supplies of medication to school or call to inform the health office that the student is bringing medication.

H. The certified school nurse, school administrator, or other designated school personnel may administer medications under these guidelines. Any certified employee, any health aide, or principal's designee may supervise self-administration of medication by a student under these guidelines. Any certified employee or principal's designee may administer medications in an emergency situation, if under the circumstances, the school nurse or emergency medical personnel cannot be available in sufficient time and the student cannot reasonably self-administer the medication. Parents may administer medications with the approval of the school nurse or the principal of the school.

I. The parent must report immediately any change in prescription or dosage, and new permission forms must be obtained for each change.

J. Self-administration of medication shall be accomplished as follows:

1. Self-administration may occur only in places designated by the school nurse or principal.
2. An employee authorized to supervise self-administration must provide the medication to the student from the storage area, observe the student measure and take the required dosage, return the medication to its storage place and make a record of the administration in accordance with C above. A health technician or health clerk may be the authorized employee.

K. The certified school nurse will interpret to school personnel and parents, if necessary, the need for observation of the student's reaction to the medication including potential benefits and side effects.

L. The certified school nurse shall provide feedback concerning medication to the licensed prescriber when requested.

M. Students may self-administer medication for treatment in the event of a life-threatening allergic reaction. Or medication may be administered by the student with assistance from school personnel as necessary. If the student is unable to self-administer the medication in a life-threatening situation, a trained staff member may administer the medication. With the written authorization of the physician and parent/guardian, students requiring such medication are:

1. To use an auto-injector which contains the proper dosage for their body weight.
2. To carry the medication on their person at times of high risk for contact with the allergen.
3. To be encouraged to leave an additional auto-injector in the Health Office to use in the event of emergency.
4. To submit the authorization and indemnity agreement relative to the administration of such medication to the school, prior to the institution of the above procedures.

N. High school students may have the medication guidelines modified to reflect their increasing responsibility for health care.

O. Parents will submit the authorization and indemnity agreement to allow the administration of any injectable medication by a certified school nurse in a non-emergency situation.

P. With proper authorization, students may carry and self-administer an inhaler for the treatment of asthma or epinephrine for anaphylaxis. A back-up inhaler or epinephrine should be kept in the school health office.

Q. Students who cannot self-administer medication will have their medication administered by a school nurse, a registered nurse or a licensed practical nurse (under the supervision of a registered nurse). A certified staff member may also administer medication.

R. The first dose of any medication ordered for a student should be given by the parents at home.

Revised: 6/7/10



Immunizations:

An Illinois physical exam and up to date immunizations are required to register for 9th grade and for all students new to District 203. If you have a medical or religious exemption for immunizations and one of our students is confirmed with a disease that your student is not immunized against, he/she will be excluded from school for the incubation period anywhere from 7-21 days or as directed by the CDC or DCHD. Exclusion time could be extended with additional cases being confirmed. This includes all academic, extra-curricular and sport activities. If at this time your student obtains the required immunizations, he/she will remain excluded until the recommended time determined by the CDC. If you have any questions, please call the Health Office at 630-420-6499.

Measles/Mumps/Varicella (Chicken Pox):

Beginning with the school year 2014-2015, all students entering school at any grade level (kindergarten through 12) shall show proof of having received two doses of live rubella virus vaccine *and* two doses of live mumps virus vaccine, the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose, or other acceptable proof of immunity. Beginning with school year 2014-2015, any student entering 9th grade for the first time shall show proof of having received two doses of varicella (chicken pox) vaccine, the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose, or proof of prior varicella disease or laboratory evidence of varicella immunity.

Meningococcal:

Beginning with school year 2015-2016, any child entering 12th grade shall show proof of having received two doses of meningococcal conjugate vaccine prior to entering the 12th grade. The first dose shall have been received on or after the 10th birthday, and the second dose shall have been received at least eight weeks after the first dose. If the first dose is administered when the child is 16 years of age or older, only one dose is required.

Latex Policy:

No balloons containing natural rubber latex are to be in the school due to staff and students with respiratory latex allergies (Mylar balloons are a good substitute). Every effort is made to eliminate latex products from the school environment.

STUDENT SERVICES (SS1 & SS2)

Guidance Services



Whenever a student needs to confer with someone about scheduling, college and career planning, academic or personal problems, work programs, or similar services, the student should contact the Guidance Office. If possible, appointments with a counselor should be scheduled during the student's study hall. Counselors will request a student conference at times during the year; however, students should initiate conferences with the counselor whenever the student needs assistance.

Each student is assigned a counselor based upon a last name alphabetical assignment. We attempt to keep each student with their counselor throughout their high school experience. Your counselor will provide services in the areas of guidance, counseling, scheduling, career planning and college selection and application. Specialized assistance and services are provided through the Health Office, Psychologists and Social Workers. You may reach your child's counselor or request any special services by calling the SS Office (A-F) 630-420-6505, (G-L) 630-420-6502, (M-P) 630-420-6503, (Q-Z) 630-420-6504.

Counselor Changes

Because Naperville North assigns each student to a *team of people*, reassigning school counselors (which is only one portion of the team) **is not possible to do**. This, however, does **NOT** mean that students cannot glean advice – personal or otherwise – from a different counselor, provided another staff member has available appointment time.

Each student's current, assigned counselor will be responsible for student course selection, credit checks, and reviewing college applications. Teams are equipped with other professionals so that students have access to a variety of personalities and services. Each team includes: two or three school counselors, a social worker, a psychologist, a nurse, a Dean of Students, and a Dean of Interventions.

Students who feel as though they have received inadequate service are encouraged to speak with their assigned Dean of Students or the Director of Student Services, Mr. Farson.

Dropping a Class

Naperville North High School relies on instructors, students, and parents to make careful observations and evaluations regarding course selection. Occasionally, a student will elect to take a weighted, honors, or AP course despite the fact that he or she may not have been recommended for placement.

In situations such as these, the following will be understood:

Students are committing to taking this class for the full term (either one semester or one full year) with the following notes:

1. Within the first **five days of the semester**, a student may, if open seats remain, elect to move in to the regular, academic course. Example: On day four, a student decides that AP Government should be replaced with Government;
2. **From days 6-20 of the semester**, a student may drop the course without penalty for a study hall. Please understand that if a student does this, he or she will not be allowed to move on in mathematics for the entire school year. Additionally, a student's credits and future placement in other content areas are impacted by this option;

3. **After the 20th day of the semester**, a student may not, under any circumstance, drop a course without earning a “WF” (a withdrawal/fail) on the transcript. The student will then be placed in to a study hall. Again, number of credits and future placement in a content area will be impacted by this decision.

Please consult *The Program Planning Guide* (posted on the Naperville North website or available in paper form from your counselor) for course descriptions.

Early Dismissal, Late Arrival, and Seniors with a Study Hall

Seniors in good standing are extended the opportunity to opt for *Late Arrival* or *Early Dismissal* during both semesters. Students must select one or the other and are not allowed to “have both.”

The Naperville North policy on attendance – with regard to the **full-time student** – is in line with the Illinois State Board of Education’s policy. All students must be in class for 300 minutes per day. In terms of the NNHS schedule, that means that students would have to be in six classes (one can be study hall) and have a lunch. As a result, *Late Arrival* **and** *Early Dismissal* cannot appear on a single schedule.

Seniors who have daily late arrival are required to attend the “First Class Period” on Late Arrival days. They should report to their 2nd period class by 9:45 am or they will be marked absent.

If a senior has a study hall, he or she is expected to attend that study hall. The Deans of Students will treat attendance in study hall as they would treat attendance for an academic course. Please see the NNHS Student Handbook with respect to attendance guidelines.

A senior who is “called out” of study hall excessively will be called in by the Dean of Students and asked to provide a written doctor’s note verifying illness. Students who have earned enough credits for graduation are **not exempt** from this policy; however, if early graduation is desired, the student should meet with his or her counselor.

Lunch Changes

Scheduling at Naperville North High School is a process that involves student course selection, the assignment of certified staff, and the ordering of student materials. It requires careful consideration of individual student needs and demands meticulous balancing so that classes are not overloaded.

Lunch periods are no exceptions. We have looked at the lunch periods carefully, making certain that we have appropriate numbers of students in each – without overcrowding our two lunch rooms. We have assigned freshmen to alpha-based Link classrooms and lunches so that they can spend time with their counselors and learn about our school. We have looked at various medical needs of our students. In all, we have scheduled with every student in mind.

With that being said, lunch assignments cannot and will not be changed. We simply cannot manipulate schedules so that friends can be with friends or that seniors can go “out to lunch” with certain peer groups or because of carpooling.

We do encourage you, however, to meet new people. Mingle with others; get to know our spirited student body. Make new friends in your lunch hour. Check out the literacy center, go to the library, or find a new group of seniors going off-campus. 1,000 students in each lunch period . . . you *will be* able to find someone as “cool as you!” Have a great semester!

If you have a specific, medical issue that requires a lunch time change, you must sign a consent form so that a conversation can occur between our school nurse and the recommending physician or other medical professional. The change is not guaranteed; it is contingent upon a student's individual needs and the school's ability to provide reasonable accommodations.

Authorization forms (consent forms) are available from your school counselor and must be signed by the student, parent, recommending professional, and the school nurse assigned to your Student Services Team.

Students who are requiring a lunch time change due to needs of faith are asked to provide a letter from a clergyman explaining the situation. Again, the change is not guaranteed; we will consider the school's ability to provide reasonable accommodations for personal needs first, irrespective of assigned lunch period.

Teacher Changes

District 203 High Schools are committed to providing a top-notch education for all students. We take great pride in our course offerings, our resources, our teachers, and our development of academic interventions for all students.

We understand that students, as they make their way through Naperville North High School, make connections with various teachers or *prefer the teaching style of one teacher over another*.

We also know that our teachers are here because they love the teaching field, helping students, and their content areas. In order for our students to take advantage of the different teaching styles and approaches in the classroom, Naperville North and Naperville Central High Schools have published the following policy on teacher changes:

Naperville North and Naperville Central are fortunate to have a diverse student body and a talented teaching staff. In order for students to grow as learners, they should have experiences in the classroom with different teachers during their four years in our high schools. We encourage all students to meet frequently with their teachers to ask for extra help or to discuss any difficulties that they are having in class.

For this reason, NNHS and NCHS cannot accommodate requests for specific teachers.

This policy was developed (and appears on page 5 of the 2015-16 *Program Planning Guide*) so that students access multiple opportunities at NNHS while having the experience of working with many staff members. It is our philosophy that these experiences are instrumental in individual student development.

Career and College Center

The Career and College Center houses many college catalogs and college/career planning guides. It also hosts college visits where students can meet with representatives from the schools they are considering. Students are also encouraged to use the Naviance and Career Cruising software which enables them to take inventories of their values, interests, and abilities, and explore the nature of various careers. A full time assistant is available to aid students in using the college and career resources.

Special Education

As mandated by the State of Illinois, Naperville North High School and District 203 provide services to meet the unique needs of students with handicapping or exceptional characteristics. These classes and services are available to students who qualify. Detailed information is available in the Special Education Office at NNHS.

Offerings and services include the following:

1. Resource Learning Disability
2. Self-contained Learning Disability
3. Resource Behavioral Disorder
4. Orthopedic
5. Developmental Learning Program
6. Hearing Impaired
7. Visually Impaired

Work Permits

Work permits are available in the SS Office during the school day or during the summer. The student's parent or the student and parent must pick up an employer statement form as the first step. This form is to be completed and signed by the employer and returned by the student to the Guidance Office along with the student's birth certificate. Specifics regarding eligibility for a work permit are available in the SS Office.



Naperville North High School

**Style Manual for
Research Papers**

This manual follows Modern Language Association (MLA). Use this standard for all drafts unless otherwise directed by your teacher.

2014 Edition

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Definitions

Annotated Bibliography or **Annotated List of Works Cited**: a list of sources, with each source containing not only bibliographic information but also a description or evaluation of the source

Parenthetical (In-Text) Documentation: a method of documenting sources in the text that provides source information in parentheses

Primary Research: the investigation of a topic through the researcher's analysis of texts and films and through interviews, surveys, and experiments

Secondary Research: the investigation of a topic through the study of what other researchers have concluded about the subject

Works Cited: a list of all sources the writer cites in the essay

Works Consulted: a list of all sources the writer consulted when conducting research

The following source provided the guidelines and several of the examples in this style manual:

MLA Handbook for Writers of Research Papers. 7th ed. New York: MLA, 2009. Print.

Attributing with Integrity

Naperville North students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. The Naperville North community expects that students do their work honestly, without cheating or plagiarizing. The integrity of the academic program depends upon an honest approach by our students. It is the responsibility of our students, teachers, and administration to protect the integrity of our academic program.

Research assignments require that you read extensively about a topic, gather information from valid and reliable sources, and document information from these sources in your essay to support your thesis statement.

Give credit to your sources. Using the guidelines established by the Modern Language Association (MLA), provide documentation for the following:

- charts, diagrams, graphs
- direct quotations
- examples and anecdotes
- paraphrased information
- statistics
- any information not considered common knowledge (If you find the same information in at least three sources, consider it common knowledge. You need to document common knowledge information only if you include a direct quotation.)

Naperville Community Unit School District 203 subscribes to a web-based software service called **Turnitin.com** that offers students a learning tool when revising and editing papers for a class. Students submit their draft to the website for analysis and then receive an electronic report which identifies all of the information in the draft which can be found in another source, such as a professional publication and previously submitted student writings. Students then use that information to make certain that they have properly documented their outside sources of information. If they see from the report that they have not done so, then the student writer can take the opportunity to make the needed revisions in his or her draft before submitting it to the teacher for a grade. Using this software can show him or her where the originality of the writing/thought would be questioned during the writing process when the student can still make revisions in the work.

Teachers use the software in the same manner, efficiently requiring students to submit papers that they submit for an assignment. Should a teacher discover that a student has borrowed information without documenting it, the teacher will take the appropriate next steps to ensure the academic integrity of the work. The intent of using this software is for the students to submit their papers themselves for analysis before any teacher sees the paper. Then the student has the opportunity for revision as needed. In order to receive credit, students must submit writing to Turnitin.com when required by the teacher.

Directions for Submitting a Paper to Turnitin.com

FIRST TIME USERS

You will need to create a user profile. (If you have a user profile because you have used turnitin.com, log into turnitin.com using your already created user login)

Steps:

1. Go to www.turnitin.com
2. Click on "Create Account"
3. Click on "Student"
4. Follow onscreen instructions
5. When you finish creating your profile, you will see on your home page the class you enrolled in.
6. Each time a teacher provides an enrollment ID and password, you will log in with the username and password you created and select "enroll in a class."

Create your own username and password (write it down)

Username: _____ (your school email address)

Password: _____ (at least one letter and one number)

From your teachers (write it down)

CLASS	CLASS ID	CLASS PASSWORD

TO SUBMIT A PAPER

Log-in with your e-mail address and password.

1. Click on the class
2. Click on the icon with the page and up arrow under the column heading 'Submit' for the assignment that is due
3. Browse for the paper on CD, floppy, or H drive. This step is like an attachment to e-mail
4. Be certain you have a title filled in the appropriate prompt.
5. Submit paper

What Makes a “Good” Source

Whenever you are looking for a “good” source, how can you recognize it when you see it? Here is a “checklist” to help you determine if what you have in hand is worth the time and effort to read and use. (By the way, this checklist works with Internet web sites, articles and books – whatever you find that contains “information.”)

Who wrote it? (Authority)

Who is **responsible** for the content of the source? Can you determine the name of the individual, the organization, or entity which produced it? Is there an address or e-mail given to provide communication or feedback? If NOT, then find a better source. You can’t trust a source when the authorship is hidden.

Why was it written? (Objectivity)

Purpose of a source is very important to understand its **bias**. Every creator has a purpose or viewpoint behind what he/she makes. The written word is so potent that we need to identify the reasons behind it. Print sources often state or imply the purpose or intent of the text in the introduction or preface. The purpose of an internet source is sometimes harder to pinpoint. Look at the address for clues, and read the material carefully for language which gives opinion, viewpoint, or perspective. This bias helps us determine how to interpret the information for our own use.

When was it written? (Currency)

Timeliness is often an important factor in the usefulness of information. Look for copyright dates, updates, and sources used. If the source contains references to other pieces of information, can you discover when those were produced? That will give you a clue as to when your material was written or at least the information on which it was based. You need to look for CURRENT (within the last 3 or 4 years) information. For some topics you will need information even more current than that. This is when databases of periodicals become valuable. Sometimes the documents in databases are posted before the item is actually on the newsstands or in the mail!

Where has the information been published previously? (Accuracy)

The more **reliable** a source the more likely it is that the information contained in it was checked and verified. If the information was published without such checks, you cannot tell if the information is true or not. (That’s how rumors get started!) Look for clues that tell you that the information was verified in other sources or can be found duplicated in at least two other independent sources. If dates, updates, and sources are presented, these are clues which indicate the author at least attempts to keep the information current. But be cautious. Try to find additional sources that confirm the information.

How is the information organized and presented? (Content & Organization)

Does this source give you the information you need in an **organized**, well presented manner? Does it flow logically from one point to another? Is it pleasing to the eye and easy to follow? How **in depth** does the source get on the topic? If what you get is superficial or gives only minimal data – one or two sentences or paragraphs – then the source doesn't really give you much content. Just a mention of your topic is NOT enough! You should find details and explanations provided which offer substantial information. Guard against those web sites which only give you links to other sites. You can find yourself in a big loop of pages and no real information.

Parenthetical (In-Text) Documentation

To document properly the sources cited in your essay, 1) attach a Works Cited page and 2) indicate in the text itself exactly **what** was borrowed from each source and **where** the information was found in a source.

• Print Sources

The *MLA Handbook for Writers of Research Papers* explains that writers can document most easily by providing the author's name and the page reference in a parenthetical citation:

Because the astronauts throughout their lives willingly took risks, they “all were adventurers long before they became astronauts” (Gibbs 34).

With this acknowledgement, readers know they can find this direct quotation on page 34 in a source written by Gibbs. By turning to the Works Cited page, readers can find the complete documentation:

Gibbs, Nancy. “Seven Astronauts, One Fate.” *Time* 10 Feb. 2003: 30-35. Print.

This simple method of parenthetical documentation has two shortcomings: it does not explain the expertise of the speaker, nor does it indicate the reliability of the publication. If you wish to emphasize the speaker's expertise and/or the publication's reliability (many teachers require that you do so), then include more detail when you introduce borrowed information. (See below.)

□ Print Sources: Direct Quotations

The first time a direct quotation is documented, include the author's full name and expertise as well as the publication in the text itself:

Although unmanned space flights pose fewer risks to humans, Nancy Gibbs, journalist, writes in *Time* that “something would be lost as well, something brave and passionate,” if the government refused to fund manned flights (33).

After using a source once, there is no need to cite the publication again or repeat the author's full name. Instead, one can document by either using the author's last name to introduce the information or weaving the quote into one's own writing:

Gibbs states, "Whatever their specialties, all [the astronauts] were teachers" (33).

Because the astronauts throughout their lives willingly took risks, they "all were adventurers long before they became astronauts" (Gibbs 34).

Important: If one includes a direct quotation from someone who is not the author of the source, add "qtd. in" before the author's name in parentheses:

In honor of the Challenger crew, Columbia commander Rick Husband, unaware of his own fate, said, "They made the ultimate sacrifice, giving their lives to their country and mankind" (qtd. in Gibbs 33).

□ **Print Sources: Paraphrase**

If one paraphrases rather than citing a direct quotation, follow the same guidelines with one exception: Do not enclose the borrowed information in quotation marks. The first time one introduces a source from which one paraphrases borrowed information, include the author, the author's expertise, and the publication:

Nancy Gibbs, journalist and writer for *Time*, believes that manned space travel, despite its many risks, offers intangible benefits that unmanned space travel cannot provide (33).

After the first reference to a source from which one paraphrases borrowed information, place the author's name in the text itself or in parentheses:

Though each astronaut fulfilled a specific role during the Columbia mission, Gibbs believes that all expanded human knowledge of disease, the environment, and human endurance (33).

or

Though each astronaut fulfilled a specific role during the Columbia mission, all expanded human knowledge of disease, the environment, and human endurance (Gibbs 33).

• **Electronic Sources**

Introduce the quoted or paraphrased information in the same way if it was found in a print source. However, do **not** include any page references for electronic sources.

Example: Although unmanned space flights pose fewer risks to humans, Nancy Gibbs, journalist, writes in *Time* that “something would be lost as well, something brave and passionate,” if the government refused to fund manned flights.

Example: Though each astronaut fulfilled a specific role during the Columbia mission, all expanded human knowledge of disease, the environment, and human endurance (Gibbs).

Example: In honor of the Challenger crew, Columbia commander Rick Husband, unaware of his own fate, said, “They made the ultimate sacrifice, giving their lives to their country and mankind” (qtd. in Gibbs).

- **Unsigned/Anonymous Articles**

If quoting information from an article without an author, one cites the publication in text and places the title of the article (shortened) in parentheses. (In the following example the information comes from an online article entitled “Report: Photos Show Columbia Wing Damage,” but in parentheses you can shorten the title to “Report.”)

Example: Although most experts believe flaws in the shuttle itself explain the disaster, others believe, as *CNN.com* reveals, “a calamitous impact with a tiny meteorite” may be the cause (“Report”).

When paraphrasing what the unnamed author(s) wrote, then follow the example above: Cite the publication in text, and place a shortened title in parentheses.

Example: According to *CNN.com*, NASA engineers cannot gain crucial information about the shuttle’s condition during the launch because the cameras did not provide clear pictures (“Report”).

When quoting someone the article quotes, introduce the speaker and his or her expertise in the text itself; place “qtd. in” plus the title of the article (shortened) in parentheses.

Example: According to *CNN.com*, even without clear pictures during the launch, NASA believes it will, in the words of NASA administrator Sean O’Keefe, “find the cause of the accident, correct the problems and return to safe flight” (qtd. in “Report”).

- **Special Situations**

- ✓ If one makes reference to an entire work, one does not need to provide any parenthetical information:

Example: Susan Faludi’s *Backlash: The Undeclared War against Women* blames society for the alarming increase in eating disorders among the young.

- ✓ When citing several pages from one source, include all the relevant page numbers:

Example: Patricia Hersch, author of *A Tribe Apart: A Journey into the Heart of American Adolescence*, believes that disinterested, distant parents trigger adolescent depression (311-324).

- ✓ When citing two or more works by the same author, include the title in the parenthetical citation:

Example: When Mark Mathabane, who lived in one of South Africa's most notorious ghettos, decided to accept a tennis scholarship in America, he realized he "owed the duty to [his] race and country to use [his] life in a meaningful way" (*Kaffir Boy* 348).

Example: Florah, a product of apartheid South Africa, became one more victim of spousal abuse, her "dreams of matrimonial bliss . . . replaced by pain, anger, a sense of betrayal, self-doubt, and self-blame" (qtd. In Mathabane, *African Women* 41).

- ✓ When citing more than one work in a parenthetical citation, separate the references with semicolons:

Example: While some experts believe the modeling industry bears blame for the alarming increase in eating disorders, others target doctors for society's obsession with weight, contending they prescribe diet pills indiscriminately (Faludi 203; Will 2F).

- ✓ Although one does not have to provide page references for electronic sources, some of these sources provide screen numbers, line numbers, or paragraph numbers instead of page references. One may include this information in parentheses. Following the author's name, add a comma and then "screen," "screens," "line," "lines," "par." or "pars." And the relevant number(s).

Examples: (Griffin, screens 3-4); (Griffin, lines 61-68); (Griffin, par. 5)

Works Cited Page

- List all the sources you cite on a separate page, and place this page at the end of your essay. Type your last name and the page number in the upper right-hand corner, one half inch from the top of the page. Continue the page numbers from the text of your essay.
- Center the heading Works Cited (unpunctuated) on the page one inch down from the top. Double space between the heading and the first entry.
- Begin the first line of each entry at the left-hand margin, and indent subsequent lines one-half inch.
- Double space both within and between entries.
- List entries in alphabetical order according to author. Place unsigned articles according to the first word of the title, excluding “a,” “an,” and “the.”
- Capitalize the first letter of all key words **even if a magazine or newspaper does not follow the rule.**
- Words (**including titles**) that would be italicized in print or on-line are underlined in research papers.
- Medium of Publication refers to the format of the original publication or performance. Common terms include Print, Web, Film, Radio, Television, Videocassette, Audiocassette, CD, LP, TS (typescript), E-mail and Performance.

Print Sources

[The information appearing in the bracketed area next to each category indicates the information required for each type of resource, if available.]

- **An Anonymous Book – [Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

American Heritage Guide to Contemporary Usage and Style. Boston: Houghton, 2005. Print.

- **A Book with One Author - [Author, Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Mathabane, Mark. *Kaffir Boy.* New York: Signet, 1986. Print

- **A Second Book by the Same Author - [---. Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Mathabane, Mark. *Kaffir Boy.* New York: Signet, 1986. Print.

---. *Kaffir Boy in America: An Encounter with Apartheid.* New York: Scribner's, 1989. Print

Do not use three hyphens for an author who has two or more works listed on the Works Cited page when one work is written in collaboration with someone else. The three hyphens always stand for exactly the same name(s) in the directly preceding entry.

- **A Book by Two or More Authors – [Authors (follow format below), Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Mathabane, Mark, and Gail Mathabane. *Love in Black and White*. New York: Harper, 1992. Print.

With more than three authors, list only the first author's name and add et al., which means "and others" (Mathabane, Mark, et al.), or list all names in the order they appear on the title page.

- **A Book by a Corporate Author – [Corporate Author, Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Public Agenda Foundation. *The Health Care Crisis: Containing Costs, Expanding Coverage*. New York: McGraw, 1992. Print.

- **An Anthology – [Editor, Title, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Perlstein, Jill S., ed. *Out of the Mold*. Tarrytown, NY: American Booksellers, 1997. Print.

- **A Work in an Anthology – [Author of Work in Anthology, Title of Work, Title of Anthology, Editor of Anthology, Place of Publication, Publisher, Copyright Date, Page(s), Medium of Publication]**

Tan, Amy. "Required Reading and Other Dangerous Subjects." *Out of the Mold*. Ed. Jill S. Perlstein. Tarrytown, NY: American Booksellers, 1997. 133-148. Print.

- **A Multivolume Work – [Author, Title, Editor, Number of Volumes, Place of Publication, Publisher, Copyright Date(s), Medium of Publication]**

Doyle, Arthur Conan. *The Oxford Sherlock Holmes*. Ed. Owen Dudley Edwards. 9 vols. New York: Oxford UP, 1993. Print.

Note: All nine volumes were published in the same year.

Crane, Stephen. *The University of Virginia Edition of the Works of Stephen_Crane*. Ed. Fredson Bowers. 10 vols. Charlottesville: UP of Virginia, 1969-76. Print.

Note: These ten volumes were published over a period of years.

- **An Edition – [Author, Title, Editor, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Shakespeare, William. *The Tempest*. Ed. Barbara A. Mowat and Paul Werstine. New York: Washington Square-Pocket, 1994. Print.

- **A Translation – [Author, Title, Translator, Editor, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Homer. *The Odyssey*. Trans. George Herbert Palmer. Ed. Susan L. Rattiner. Mineola, NY: Dover, 1999. Print.

- **A Book Published in a Second or Subsequent Edition – [Author, Title, Edition (e.g. 5th Edition), Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Murray, Donald M. *Write to Learn*. 5th ed. Fort Worth: Harcourt, 1996. Print.

- **An Illustrated Book or a Graphic Narrative – [Illustrator's Name (followed by *illus.*), Title, Author (preceded by the word *By*), Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Denslow, W. W., illus. *The Wonderful Wizard of Oz*. By L. Frank Baum. Introd. Regina Barreca. New York: Signet-Penguin, 2006. Print.

- **A Brochure or Pamphlet – [Author (if available), Title of Pamphlet, Place of Publication, Publisher, Copyright Date, Medium of Publication]**

Best Museums: New York City. New York: Trip Builder, 1993. Print.

- **An Article in a Scholarly Journal - [Author or Authors, Title of Article, Title of Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Medium of Publication]**

White, Sabina, and Andrew Winzelberg. "Laughter and Stress."

Humor 5 (1992): 343-55. Print.

Albada, Kelly F. "The Public and Private Dialogue about the American Family on Television." *Journal of Communication* 50.4 (2000): 79-110. Print.

- **An Article in a Magazine - [Author or Authors, Title of Article, Title of Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Medium of Publication]**

Gibbs, Nancy. "A Week in the Life of a High School." *Time* 25 Oct. 1999: 67-103. Print.

- **An Anonymous Article - [Title of Article, Title of Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Medium of Publication]**

"Dubious Venture." *Time* 3 Jan. 1994: 64-65. Print.

- **An Article in a Newspaper – [Author or Authors, Title of Article, Title of Newspaper, Date of Newspaper, Section of Newspaper, Page(s), Medium of Publication]**

Zoloth, Laurie. "A New Star in the Sky." *Chicago Tribune* 9 Feb. 2003, sec. 2: 1-9. Print

- **An Article in a Reference Book – [Author (if available), Title of Article, Title of Reference Book, Edition, Date, Medium of Publication]**

"Apartheid." *Encyclopedia Americana*. 1990 ed. Print.

- **A Review – [Reviewer’s Name, Title of Review, Rev. of + Title of Work Reviewed, add the word *by* Author of Work being Reviewed, Title of Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Medium of Publication]**

Updike, John. “No Brakes.” Rev. of *Sinclair Lewis: Rebel from Main Street*, by Richard Lingeman. *New Yorker* 4 Feb. 2002: 77-80. Print.

- **An Editorial – [Author, Title of Editorial, add the word *Editorial*, Title of Newspaper, Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Medium of Publication]**

Gergen, David. “A Question of Values.” Editorial. *US News and World Report* 11 Feb. 2002: 72. Print.

- **A Letter to the Editor – [Author, add the word *Letter*, Title of Newspaper, Journal or Periodical, Volume, Issue Number, and/or Date, Edition (morning, late edition, etc.), Section, Page(s), Medium of Publication]**

Safer, Morley. Letter. *New York Times* 31 Oct. 1993, late ed., sec. 2: 4. Print.

- **An Interview – [Name of the Person Interviewed, Title of Interview, or if untitled add the word *Interview*, Interviewer’s Name preceded by *Interview with*, Title of Newspaper, Journal or Periodical, Volume, Issue Number, and/or Date, Edition (morning, late edition, etc.), Section, Page(s), Medium of Publication]**

Mathabane, Mark. “Taking the Measure of American Racism.” Interview with Bruce W. Nelan. *Time* 12 Nov. 1990: 16-18. Print.

Nonprint Sources

- **A Music Video/Television Program – [Performer, Title of the Music Cut, Title of the Video or DVD, Music Company Creating Video/DVD, Year, Format, Director, Date of Access, replacement of Medium of Publication with Performance]**

Springsteen, Bruce. “Dancing in the Dark.” *Born in the USA*. Columbia, 1984.
 Music video. Dir. Brian De Palma. VH1. 10 May 2002. Performance.

- **Television or Radio Broadcast – [Title of Episode or Segment, Narrator, Title of Program, Television Station, Location of Television Station, Date of Airing of Program, Medium of Reception]**

“Yes . . . but Is It Art?” Narr. Morley Safer. *Sixty Minutes*. WCBS, New York. 19 Sept. 1993. Television.

- **A Film or Video Recording – [Title of Film, Screenplay Author, Director, Major Performers, Film Company, Date of Film, Medium Consulted]**

It’s a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

Like Water for Chocolate [Como agua para chocolate]. Screenplay by Laura Esquivel. Dir. Alfonso Arau. Perf. Lumi Cavazos, Marco Lombardi, and Regina Torne. Miramax, 1993. Film.

- **A Sound Recording – [Composer or Performer, Title of the Recording, Artist(s), Manufacturer, Year of Issue, Date of Publication, Medium of Publication (CD, LP, Audiotape)]**

Holiday, Billie. *The Essence of Billie Holiday*. Columbia, 1991. CD.

The Mamas and the Papas. *Gold*. Comp. Andy McKaie, Geffen, 2005. CD.

- **An Interview – [Person Being Interviewed, Title of Interview, Interviewer, Name of TV Show Sponsoring Interview, Television Station, Location of Television Station, Date of Airing of Program, Medium Consulted]**

Wiesel, Elie. Interview with Ted Koppel. *Nightline*. ABC. WABC, New York. 18 Apr. 2002. Television.

- **An Interview That You Conducted – [Name of Person Interviewed, Kind of Interview (Personal Interview, Telephone Interview), Date]**

Amberger, Robin. Personal interview. 25 Jan. 2000.

- **A Digital File – [Author or Author(s), Title, Place of Publication, Publisher, Copyright Date, Digital File format (PDF, Microsoft Word, JPEG, MP3, XML) followed by file]**

Cortez, Juan. "Border Crossing in Chicano Narrative." 2007. Microsoft Word file.

Delano, Jack. *At the Vermont State Fair*. 1941. Lib. of Congress, Washington.

JPEG file.

Electronic or Web Sources

The following information is to be included for electronic sources.

- *Last and first name of author(s)*
 - *Title of article, in quotation marks*
 - *Print information for the article (name of journal, italicized; date and pages, if the full range of pages is given online), or the starting page followed by a hyphen, space, and period (for example, 32-.)*
 - *Title of the database (italicized)*
 - *Medium of the publication consulted (Web)*
 - *Date of access (day, month, and year)*
- **A Work from a Library or Database Subscription Service (e.g., Electric Library, Opposing Viewpoints, ProQuest) – [Author, Title of Article, Title of Newspaper, Journal or Periodical, Volume, Issue Number, and/or Date, Page(s), Name of Database, Medium of Publication, Date of Access]**

Easterbrook, Gregg. "The Space Shuttle Must Be Stopped: It's Costly, Outmoded,

Impractical and, as We've Learned Again, Deadly." *Time* 10 Feb. 2003: 46-

. *Opposing Viewpoints Resource Center*. Web. 11 Feb. 2003.

- **A Work from an Online Encyclopedia – [Title of Article, Name of the Online Encyclopedia, Year of the Online Encyclopedia, Publisher, Medium of Publication, Date of Access]**

"Fresco Painting" *Encyclopedia Britannica Online*. 2009. Encyclopedia

Britannica. Web. 8 May 2002

- **Image from a Database or Web Site: [Author (Artist/Image Creator's Name if available), Title of Image or Assigned Number for the Image, Date Image was Created (if year is unknown, write N.d.), Medium of Composition, Title of Database or Web site, Medium of Publication, Date of Access]**

Jordan, David. "Kilauea Volcano." 4 May 2004. Photograph. *AP Images*. Web. 17 Jan. 2006.

- **An Article from an Online Newswire or Newspaper – [Author of the Article, Title of Article, Name of the Online Newspaper, Publisher, Date of the Online Newspaper, Medium of Publication, Date of Access]**

Recer, Paul. "NASA Analyzing Military Photos of Columbia." *Chicago Tribune Online* Chicago Tribune. 7 Feb. 2003. Web. 10 Feb. 2003.

- **An Article in an Online Magazine – [Author of the Article, Title of the Article, Name of the Online Magazine, Publisher, Date of the Online Magazine, Medium of Publication, Date of Access]**

Kluger, Jeffrey. "What Went Wrong with Columbia?" *Time*. Time-Warner. 1 Feb. 2003. Web. 7 Feb. 2003

- **Information from a Professional Site – [Name of the author (if available), Title of the Article/Page, Title of the Website, Publisher of Website, Date of Publication (if available), Medium of Publication, Date of Access]**

"Reebok International Ltd." *Hoover's Online*. Hoover's, Inc. 19 June 2002. Web. 21 June 2002.

- **Information from a Personal Web Page – [Author of Web Page, Title of Web Page (or use designation "Home page."), Date Page was Last Updated, Medium of Publication, Date of Access]**

Williams, John. Home page. 2 Dec. 2003. Web. 12 Jan. 2004

- **A Letter, a Memo or an E-Mail Communication - [Originator of Letter, Memo or E-Mail, Topic/Subject of E-Mail, Recipient of E-Mail, Date of Document, Medium of Deliver (TS typescript for letter or memo, or E-Mail)]**

Boyle, Anthony T. "Re: Utopia." Message to Daniel J. Cahill. 21 June 1997. E-mail.

Harner, James L. Message to the author. 20 Aug. 2002. E-mail.

- **A Blog Posting, a Listserv, or Discussion Group - [Editor, screen name, author, or compiler name (if available). "Posting Title." *Name of Site*. Version number (if available). Name of institution/organization affiliated with the site (sponsor or publisher). Medium of publication. Date of access]**

Bates, Naomi. "10 Great YA Reads (and their sequels) for Warmer Weather." *YA Books and More*. Blogspot. Web. 14 Feb. 2014.

- **A Tweet – [User last name, first name (Twitter user name). "Tweet in its entirety." Date, Time of Posting. Tweet.**

Naperville North High School Library (huskielibrary). "Congrats to all who were honored at the You Make a difference event this morning in the library. Thanks for making NNHS a better place." 6 Feb. 2014, 8:08 a.m. Tweet.

Format

ALERT: Double space lines in the heading, between the heading and the title, between the title and the first line, and in the body of the essay.

1"

Weir 1
1/2"

1"

Matthew Weir

1"

Mrs. Torsberg

Weighted Essay Writing

01 May 2003

Manipulative Media

During a live telecast of *ABC News Chicago*, the producers scrambled to cut, add, and change stories; in some cases they did so only three minutes before the

Do not justify the right hand margin.

- ✓ Leave only one space after periods or other punctuation marks (unless otherwise instructed).
- ✓ Indent the first line of a paragraph one-half inch (five spaces or press tab once) from the left margin.
- ✓ For subsequent pages maintain the one-inch margin, but repeat your last name and the page number (without a comma separating the two) one-half inch from the top of the page.
- ✓ When you omit words from a direct quotation, provide ellipsis points, or three spaced periods, to indicate the omission.
- ✓ Use brackets to mark any changes or additions you make to a direct quotation. For direct quotations over four lines, follow these instructions:
 - Double space between the text and the quotation;
 - Double space within the quotation;
 - Indent one inch from the left margin but do not alter the right margin;
 - Introduce the quotation with a complete sentence followed by a colon;
 - Omit quotation marks;
 - Place the parenthetical citation **after** the last punctuation mark of the quote.

Sample-Works Cited Page

*Reminder: The following should begin on a page separate from the body of the paper.

ALERT: Type your last name and the page number in the upper right-hand corner, one half inch from the top of the page.

Student's last name
Page number

Works Cited

Fraser, Helen. "Naperville." *DuPage Roots*. Ed. Richard A.

Thompson. Wheaton: County Historical Society, 1985. Print

Grossman, James R., Ann Durkin Keating, and Janice L. Reiff, eds.

"Naperville History". *The Encyclopedia of Chicago*. Web. 7
Dec 2004.

Halvey, Paul. "Re-enactors help bring history alive". *Daily Herald*

13 January 2007: 1. *Proquest*. Web. 10 February 2007

Schrader, Lester. Personal Interview. Naperville, IL, 7 August 1979.

Smith, Jane. Home page. Web. 10 January 2004

Townsley, Genevieve. "Indian Attacks Threatened Naper Settlement."

The Naperville Sun, 30 June 1982. Sec. 2: 1-2. Print.

Ultimate Tourist's Guide to Naperville Settlement. Naperville: Travel

Publications, 1990. Print.

ALERT: Double space each entry, indenting after the first line. Double space between each entry.

Literary Analysis Requirements

- Write in **present tense** (unless you refer to events occurring before the story line begins – then use past tense) and in **third person**.
- Identify characters and settings the first time you introduce them; explain relationships between characters.
- Italicize titles of plays, novels, and films; place quotation marks around titles of poems and short stories.
- Prepare the reader for every direct quotation without retelling the plot, and follow a direct quotation with analysis of the quotation.
- Blend/weave a direct quotation into your own writing.
- Mark all changes in direct quotations with ellipses.

John Knowles' *A Separate Peace*: Gene blames Finny for making him act irresponsibly, thinking, "What was I doing up here anyway? ...Was he getting some kind of hold over me?"(17).

- Document direct quotations correctly by placing the page number (or the act, scene, and line numbers) in parentheses at the end of the sentence, after the closing quotation mark (or last word), and before the period.
 - ✓ If what you are quoting ends with a question mark or an exclamation point, include this mark of punctuation before the closing quotation mark, but place a period after the closing parenthesis as well.
 - ✓ When you weave a direct quotation into your writing (without using any type of tag), punctuate as though the words were your own.
 - ✓ Leave a space between the closing quotation mark (or the last word in the sentence) and the opening parenthesis.
 - ✓ In classical plays and poems, put a slash mark at the end of line as it appears in the text.
 - Quote from a play: Shakespeare's *Romeo & Juliet*: Tybalt aggressively states, "What drawn and talk of peace? I hate the word/As I hate hell, all Montagues and thee" (1.1.71-72).
 - Quote from a novel - Quote that ends with a question mark: John Knowles' *A Separate Peace*: Gene blames Finny for making him act in ways he doesn't want to act, thinking, "What was I doing up here anyway? Why did I let Finny talk me into stupid things like this? Was he getting some kind of hold over me?" (17).
 - Quote from a novel -Quote that ends with a period: Mark Twain's *The Adventures of Huckleberry Finn*: After Huck witnesses how the King and the Duke try to scam Peter Wilks' relatives, he concludes, "It was enough to make a body ashamed of the human race" (162).

Annotated Bibliography

Definitions

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others.

If you're doing this for a class, you should get specific guidelines from your instructor.

Format

The format of an annotated bibliography can vary depending upon the assignment, so if you're doing one for a class, it's important to ask for specific guidelines.

Please keep in mind that **all of your text**, including the write up beneath the citation, **must be double spaced and indented so that the author's last name is the only text that is flush left.**

The bibliographic information: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in MLA format.

The annotations: The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space. You can focus your annotations for your own needs.

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Sample – Annotated Bibliography

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

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- PLEASE remove all http:// codes from online sources, even though Easybib.com includes them. They are no longer standard usage.

