Regular Meeting

BOARD OF EDUCATION
Jacksonville School District #117
AGENDA
Wednesday, June 26, 2024
Board Room
211 West State Street
Jacksonville, IL 62650
7:00 PM

I. CALL TO ORDER
II. PLEDGE OF ALLEGIANCE 2



I pledge Allegiance to the flag of the United States of America and to the Republic for which it stands one nation under God, indivisible, with Liberty and Justice for all.

117 JSD

RICH HISTORY, BRIGHT FUTURE

III. ROLL CALL
IV. APPROVAL OF AGENDA
V. RECOGNITION

- JHS- IHSA Track State Finals Qualifiers
    - Jacob Kollman- Long Jump & Triple Jump
    - Ryan McCombs- 10th Place in Shot Put
    - Griffin Martin- 5th Place in Discuss
- JHS- IHSA Boys Tennis Tournament Qualifier
    - Christian Bonner

VI. RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS 4

RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS

This is time set aside during each meeting to allow the public to address the Jacksonville School District 117 Board of Education.

(Please note: The Board typically does not respond to comments or questions during this time, it is our time to listen to you. We will take your questions and comments under advisement and, as necessary, may refer them to the administration for appropriate action.)

Board Policy 2:230
Public Participation at Board of Education Meetings and Petitions to the Board

For an overall minimum of 30 minutes during each regular and special open meeting, any person may comment to or ask questions of the Board (public participation), subject to the reasonable constraints established and recorded in this policy's guidelines below. During public participation, there will be a 20-minute minimum total length of time for any one subject. When public participation takes less time than these minimums, it shall end.

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. The Board President may allow extra time according to the topic and wishes of the rest of the members of the Board.

2. Identify oneself (name, address, email) and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to five minutes. In unusual circumstances, and when an individual has made a request to speak for a longer period of time, the person may be allowed to speak for more than five minutes.

3. Observe, when necessary and appropriate, the:
   a. Shortening of the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak;
   b. Expansion of the overall minimum of 30 minutes for public participation and/or the 20-minute minimum total length of time for any one subject; and/or
   c. Determination of procedural matters regarding public participation not otherwise covered in Board policy.

4. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, Visitors to and Conduct on School Property.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.

VII. ANNOUNCEMENTS - UPCOMING EVENTS

- July 4, 2024- Offices Closed
- July 17, 2024- Next Regular Board Meeting

VIII. STANDING REPORTS

A. Financial/Treasurer's Report 6

May-24	92.00%	of Budget Year	2023-2024 Budget

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	WC (70)	TORT (80)	HLS (90)	TOTAL OPERATING FUNDS	TOTAL ALL FUNDS
EXPENDED	36,484,964	4,330,025	2,185,574	2,054,312	1,484,921	8,033,737	-	34,441	468,755	42,869,301	55,076,729
% EXP.	86.37%	63.64%	74.46%	80.06%	85.67%	78.14%	0.00%	5.19%	102.70%	83.06%	81.37%
EXPENSE BUDGET	42,243,809	6,804,232	2,935,404	2,565,840	1,733,217	10,281,327	-	663,380	456,417	51,613,881	67,683,626
	-										
REVENUE	39,451,487	5,921,379	3,078,094	2,154,640	1,763,992	6,888,564	187,658	751,667	470,295	47,715,163	60,667,776
% RECEIVED	108.84%	102.94%	99.26%	92.96%	106.91%	108.41%	170.44%	111.34%	99.00%	107.40%	107.03%
REVENUE BUDGET	36,245,777	5,752,526	3,101,000	2,317,702	1,650,050	6,354,125	110,100	675,100	475,025	44,426,105	56,681,405
	(5,998,032.00)	(1,051,706.00)	165,596.00	(248,138.00)	(83,167.00)	(3,927,202.00)	110,100.00	11,720.00	18,608.00	7,187,776.00	(11,002,221.00)

OPERATING FUND	Revenue	% Received	Expenditure	% Exp
Education	39,451,487	108.84%	36,484,964	86.37%
O & M	5,921,379	102.94%	4,330,025	63.64%
Transportation	2,154,640	92.96%	2,054,312	80.06%

TREASURER'S REPORT
May 31, 2024

Monthly Business

FUND	Beginning Cash Balance	Receipts (including interest)	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10-Education	$ 34,084,787.51	$ 3,229,214.95	$ (1,631,992.85)	$ (2,359,218.98)	$ 119,558.81	**$ 33,442,349.44**
20-O & M	$ 3,829,273.40	$ 221,925.00	$ (114,955.07)	(313,677.65)	$ 29,460.47	**$ 3,652,026.15**
30-Debt Service	$ 2,931,501.77	$ 259,231.81		$ (172,372.50)	$ 455.57	**$ 3,018,816.65**
40-Transportation	$ 2,628,212.75	$ -	$ (81,532.07)	$ (94,017.40)	$ 9,107.74	**$ 2,461,771.02**
50-IMRF/SS	$ 1,427,474.73	$ -		(144,669.72)	$ 4,587.14	**$ 1,287,392.15**
60-Capital Projects	$ 2,771,061.72	$ 1,474,820.00	$ -	$ (866,205.32)	$ 15,371.40	**$ 3,395,047.80**
70-Working Cash	$ 2,947,382.42	$ -	$ -	$ -	$ 6,538.22	**$ 2,953,920.64**
80-Tort	$ 776,863.54	$ -	$ -	$ -	$ 169.65	**$ 777,033.19**
90-Fire Prevention & Safety	$ 252,776.79	$ -		$ -	$ 41.00	**$ 252,817.79**
						$ 51,241,174.83
TOTAL	**$ 51,649,334.63**	**$ 5,185,191.76**	**$ (1,828,479.99)**	**$ (3,950,161.57)**	**$ 185,290.00**	**$ 51,241,174.83**

Cash and Investments

	CASH			INVESTMENTS				
FUND	U.S. Bank - General Fund	U.S. Bank - Insurance Fund	Illinois Funds - General Fund	2021 Series BOND PROCEEDS	2021B Series BOND PROCEEDS	ISDLAF Investments	IIIT Investments	TOTAL
10 Education	$ 4,979,347.28	$ 743,479.04	$ 19,019,134.15		$ -	$ 1,642,890.77	$ 7,057,498.20	**$ 33,442,349.43**
20 Operations & Maintenance	$ 650,087.14		$ 3,001,938.87		$ -	$ -	$ 0.14	**$ 3,652,026.15**
30 Bond & Interest	$ 2,961,110.42	$ -	$ -		$ -	$ 57,706.23	$ -	**$ 3,018,816.65**
40 Transportation	$ 595,970.72	$ -	$ 1,406,304.78		$ -	$ -	$ 459,495.52	**$ 2,461,771.03**
50 IMRF / Social Security	$ 351,796.78		$ 766,143.68		$ -	$ 169,578.14	$ (126.45)	**$ 1,287,392.15**
60 Capital Projects	$ 53,000.98		$ 1,060,044.71	$ 2,282,002.11	$ -	$ 2,282,002.11	$ -	**$ 3,395,047.80**
70 Working Cash	$ 1,618,648.52		$ 882,240.43		$ -	$ -	$ 453,031.69	**$ 2,953,920.64**
80 Tort	$ 753,115.86	$ -	$ 23,792.64		$ -	$ -	$ 124.69	**$ 777,033.19**
90 Fire Prevention & Safety	$ 247,964.96	$ -	$ 4,851.40		$ -	$ -	$ 1.43	**$ 252,817.80**
99 Activity						$ 33,217.38	$ 39,102.87	**$ 72,320.25**
TOTAL				**$ 2,282,002.11**				**$ 51,241,174.84**
	$ 12,211,042.66	**$ 743,479.04**	**$ 26,164,450.66**			**$ 4,185,394.63**	**$ 8,009,128.10**	**$ 51,313,495.09**
							Minus Activity Funds	**$ 51,241,174.84**

Operating Funds Fund Balances

Operating Funds	Current Year FY 2024	Last Year FY 2023	Difference FY 24 to FY 23
Fund 10 - Education	$ 33,442,349.44	$31,203,304.60	$ 2,239,044.84
Fund 20 - O & M	$ 3,652,026.15	$2,777,918.93	$ 874,107.22
Fund 40 -Transportation	$ 2,461,771.02	$2,226,729.13	$ 235,041.89
Fund 70 - Working Cash	$ 2,953,920.64	$2,760,784.94	$ 193,135.70
Total	**$ 42,510,067.25**	**$38,968,737.60**	**$ 3,541,329.65**

Aniticipated Property Taxes, EBF, and PPRT

REVENUE	ANTICIPATED	RECEIVED THROUGH JAN 2024
Property Taxes	$ 23,633,586.63	$ 23,799,334.25
EBF	$ 11,374,974.35	$ 10,340,880.00
PPRT	$ 4,491,931.00	$ 4,153,258.36
	$ 39,500,491.98	**$ 38,293,472.61**

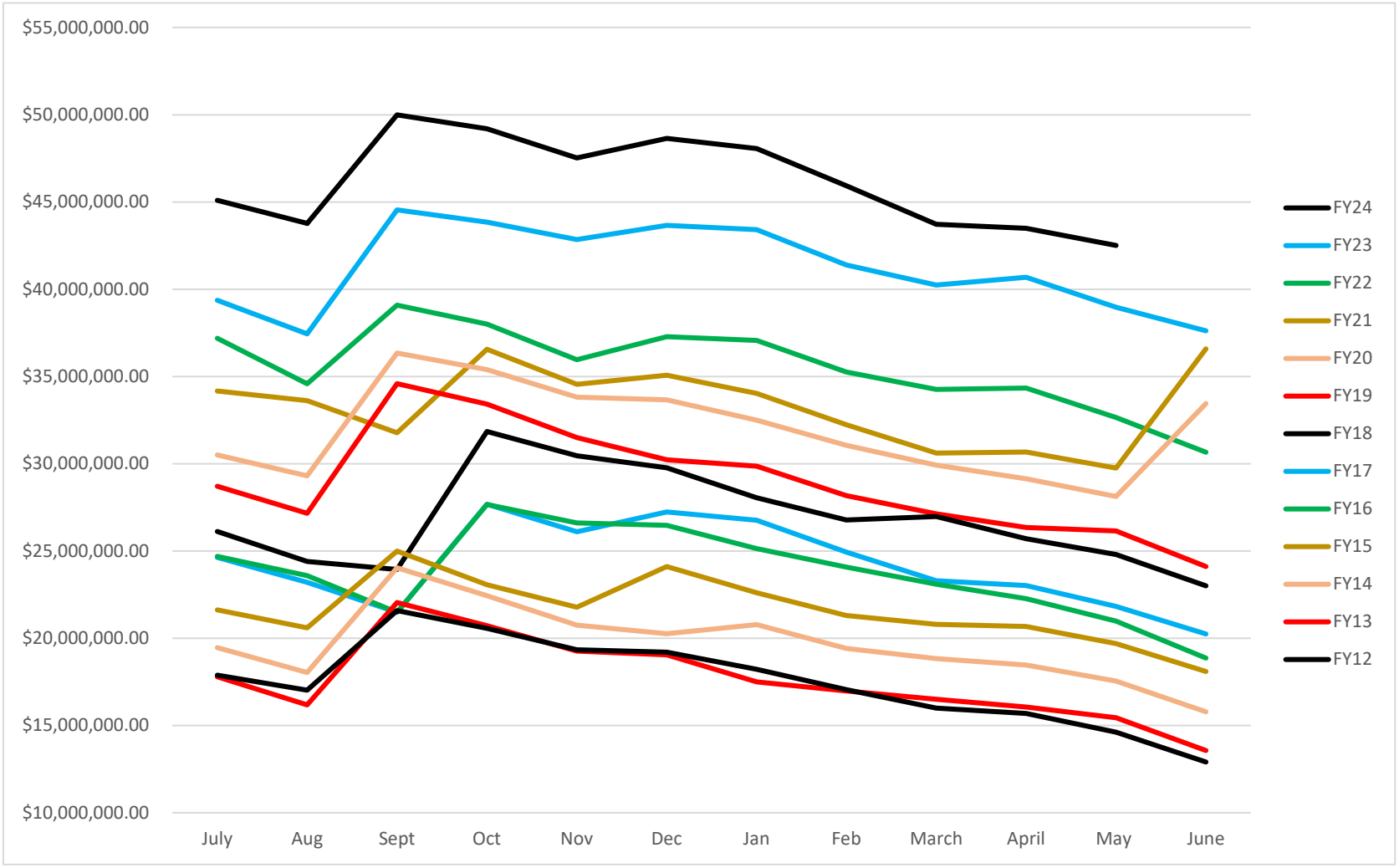
JSD117 Operating Funds (10,20,40,70) Fund Balance Tracker

	FY12	FY13	FY14	FY15	FY16 (Data from FY17 Reports)	FY17 (Data from FY18 Reports)	FY18	FY19 (Data from FY20 Reports)	FY20
July	$ 17,884,028.44	$ 17,790,046.08	$ 19,468,087.50	$ 21,624,027.73	$ 24,687,720.25	$ 24,623,645.87	$ 26,119,137.31	$ 28,704,621.81	$ 30,511,237.40
Aug	$ 17,032,408.04	$ 16,183,954.87	$ 18,031,812.40	$ 20,604,326.72	$ 23,584,668.60	$ 23,198,148.27	$ 24,400,553.84	$ 27,167,938.32	$ 29,314,408.87
Sept	$ 21,584,837.05	$ 22,048,707.80	$ 24,039,759.91	$ 24,995,886.67	$ 21,486,255.51	$ 21,481,980.97	$ 23,939,615.12	$ 34,589,412.24	$ 36,344,041.21
Oct	$ 20,562,961.89	$ 20,718,785.25	$ 22,444,227.97	$ 23,063,863.73	$ 27,666,034.29	$ 27,680,888.76	$ 31,848,951.30	$ 33,411,519.88	$ 35,391,394.74
Nov	$ 19,333,874.80	$ 19,265,204.07	$ 20,758,681.22	$ 21,779,079.93	$ 26,611,275.00	$ 26,108,900.60	$ 30,458,183.54	$ 31,504,906.78	$ 33,812,176.30
Dec	$ 19,202,377.02	$ 19,055,659.56	$ 20,258,322.14	$ 24,112,608.76	$ 26,474,736.08	$ 27,241,039.30	$ 29,766,816.89	$ 30,222,622.29	$ 33,669,150.98
Jan	$ 18,227,266.23	$ 17,499,223.14	$ 20,785,475.48	$ 22,606,783.07	$ 25,131,972.71	$ 26,765,077.19	$ 28,056,212.67	$ 29,855,296.57	$ 32,494,818.06
Feb	$ 17,054,622.87	$ 16,975,197.61	$ 19,424,179.05	$ 21,303,691.60	$ 24,076,928.55	$ 24,939,131.71	$ 26,772,274.21	$ 28,169,544.23	$ 31,049,729.03
March	$ 16,004,303.48	$ 16,509,272.80	$ 18,841,453.68	$ 20,804,889.58	$ 23,092,860.01	$ 23,300,340.24	$ 26,975,199.58	$ 27,124,584.49	$ 29,919,604.14
April	$ 15,690,227.09	$ 16,062,546.69	$ 18,464,624.60	$ 20,671,470.57	$ 22,267,392.45	$ 23,024,771.02	$ 25,701,004.72	$ 26,355,315.66	$ 29,142,659.10
May	$ 14,619,527.47	$ 15,451,089.46	$ 17,541,393.37	$ 19,694,509.03	$ 20,985,168.10	$ 21,828,252.49	$ 24,802,013.88	$ 26,153,656.41	$ 28,125,933.54
June	$ 12,908,559.55	$ 13,567,337.17	$ 15,787,254.04	$ 18,097,036.80	$ 18,864,863.00	$ 20,246,098.18	$ 23,004,975.83	$ 24,110,629.20	$ 33,443,513.07

	FY21	FY22	FY23	Year to Year Difference From FY22	Month to Month Difference FY23	FY24	Year to Year Difference From FY23	Month to Month Difference	Difference in Month to Month vs FY23
July	$ 34,166,838.27	$ 37,184,909.27	$ 39,373,950.75	$ 2,189,041.48	$ 8,713,727.81	$ 45,095,627.34	$ 5,721,676.59	$ 7,469,528.14	$ (1,244,199.67)
Aug	$ 33,622,130.70	$ 34,586,595.09	$ 37,443,398.00	$ 2,856,802.91	$ (1,930,552.75)	$ 43,774,334.81	$ 6,330,936.81	$ (1,321,292.53)	$ 609,260.22
Sept	$ 31,781,122.60	$ 39,087,598.99	$ 44,547,543.87	$ 5,459,944.88	$ 7,104,145.87	$ 49,992,399.72	$ 5,444,855.85	$ 6,218,064.91	$ (886,080.96)
Oct	$ 36,568,143.28	$ 38,000,837.50	$ 43,844,391.79	$ 5,843,554.29	$ (703,152.08)	$ 49,198,110.76	$ 5,353,718.97	$ (794,288.96)	$ (91,136.88)
Nov	$ 34,557,079.89	$ 35,965,189.58	$ 42,841,247.85	$ 6,876,058.27	$ (1,003,143.94)	$ 47,520,048.47	$ 4,678,800.62	$ (1,678,062.29)	$ (674,918.35)
Dec	$ 35,077,382.21	$ 37,283,806.15	$ 43,660,197.63	$ 6,376,391.48	$ 818,949.78	$ 48,640,710.24	$ 4,980,512.61	$ 1,120,661.77	$ 301,711.99
Jan	$ 34,027,110.31	$ 37,063,685.41	$ 43,422,125.09	$ 6,358,439.68	$ (238,072.54)	$ 48,061,033.06	$ 4,638,907.97	$ (579,677.18)	$ (341,604.64)
Feb	$ 32,239,920.70	$ 35,256,343.53	$ 41,386,291.22	$ 6,129,947.69	$ (2,035,833.87)	$ 45,926,791.57	$ 4,540,500.35	$ (2,134,241.49)	$ (98,407.62)
March	$ 30,614,155.73	$ 34,260,240.55	$ 40,247,763.55	$ 5,987,523.00	$ (1,138,527.67)	$ 43,715,054.54	$ 3,467,290.99	$ (2,211,737.03)	$ (1,073,209.36)
April	$ 30,970,524.43	$ 34,344,424.58	$ 40,690,243.93	$ 6,345,819.35	$ 442,480.38	$ 43,486,656.08	$ 2,796,412.15	$ (228,398.46)	$ (670,878.84)
May	$ 29,751,782.56	$ 32,654,800.47	$ 38,968,737.60	$ 6,313,937.13	$ (1,721,506.33)	$ 42,510,067.25	$ 3,541,329.65	$ (976,588.83)	$ 744,917.50
June	$ 36,583,678.58	$ 30,660,222.94	$ 37,626,099.20	$ 6,965,876.26	$ (1,342,638.40)	$ -			

Extra Property Tax Payment

JSD117 Operating Funds (10,20,40,70) Fund Balance Tracker - Graphs



JSD117 MORGAN COUNTY SCHOOL FACILITY SALES TAX COLLECTIONS

FY22

Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1
March	July 2021	$ 279,081.58	$ 108,181.55	$ 108,181.55	1.633
April	August	$ 256,580.96	$ 80,012.02	$ 188,193.57	1.453
May	September	$ 256,252.15	$ 57,808.93	$ 246,002.50	1.291
June	October	$ 256,501.51	$ 51,887.76	$ 297,890.26	1.254
July	November	$ 243,390.13	$ 41,472.48	$ 339,362.75	1.205
Aug	December	$ 247,406.88	$ 59,713.54	$ 399,076.28	1.318
Sept	January 2022	$ 245,167.25	$ 46,276.32	$ 445,352.60	1.233
Oct	February	$ 244,507.75	$ 46,071.55	$ 491,424.15	1.232
Nov	March	$ 259,271.68	$ 69,237.14	$ 560,661.29	1.364
Dec	April	$ 281,979.58	$ 64,244.88	$ 624,906.17	1.295
Jan	May	$ 216,557.19	$ 9,797.86	$ 634,704.03	1.047
Feb	June	$ 211,266.01	$ 25,627.44	**$ 660,331.47**	1.138
	Total	$ 2,997,962.67			

Predicted by Pro	$ 2,571,578.00	Per Document	Sum 15.46
Projected	$ 3,012,482.11	Per Actual	After Months 12
Proj Diff	**$ 440,904.11**		Average 1.289
Percent	17.1%		FY21

Bond Pay 1 and 2	$ 2,441,458.76	
Diff Predict	$ 130,119.24	
Diff Projected	**$ 571,023.35**	
Diff Actual	$ 556,503.91	(End of Year)

Difference in Predicted by Pro		
Predicted	$ 2,571,578.00	
FY21 ACTUAL	$ 2,997,962.67	
Difference	$ 426,384.67	(End of Year)

Bond 1	$ 2,074,783.76
Bond 2	$ 366,675.00
Total	$ 2,441,458.76

FY23

Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1
March	July 2022	$ 271,745.88	$ (7,335.70)	$ (7,335.70)	0.974
April	August	$ 256,713.75	$ 132.79	$ (7,202.91)	1.001
May	September	$ 275,331.83	$ 19,079.68	$ 11,876.76	1.074
June	October	$ 281,016.84	$ 24,515.33	$ 36,392.09	1.096
July	November	$ 266,008.34	$ 22,618.21	$ 59,010.30	1.093
Aug	December	$ 251,156.13	$ 3,749.25	$ 62,759.56	1.015
Sept	January 2023	$ 262,278.32	$ 17,111.07	$ 79,870.63	1.070
Oct	February	$ 268,295.87	$ 23,788.12	$ 103,658.74	1.097
Nov	March	$ 287,488.25	$ 28,216.57	$ 131,875.31	1.109
Dec	April	$ 296,827.82	$ 14,848.24	$ 146,723.55	1.053
Jan	May	$ 228,144.57	$ 11,587.38	$ 158,310.94	1.054
Feb	June	$ 228,615.16	$ 17,349.15	**$ 175,660.09**	1.082
	Total	$ 3,173,622.76			

Predicted by Pro	$ 3,060,722.00	Per Document	Sum 12.72
Projected	$ 3,176,977.67	Per Actual	After Months 12
Proj Diff	**$ 116,255.67**		Average 1.060
Percent	3.8%		FY22

Bond Pay 1-4	$ 2,881,764.18	
Diff Predict	$ 178,957.82	
Diff Projected	**$ 295,213.49**	
Diff Actual	$ 291,858.58	(End of Year)

Difference in Predicted by Pro		
Predicted	$ 3,060,722.00	
FY22 ACTUAL	$ 3,173,622.76	
Difference	$ 112,900.76	(End of Year)

Bond 1	$ 2,094,983.76
Bond 2	$ 366,675.00
Bond 3 21	$ 325,772.00
Bond 4 21	$ 94,333.42
Total	**$ 2,881,764.18**

FY24

Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1
March	July 2023	$ 280,401.58	$ 8,655.70	$ 8,655.70	1.032
April	August	$ 276,127.65	$ 19,413.90	$ 28,069.60	1.076
May	September	$ 284,791.80	$ 9,459.98	$ 37,529.58	1.034
June	October	$ 272,247.46	$ (8,769.38)	$ 28,760.20	0.969
July	November	$ 265,979.91	$ (28.43)	$ 28,731.77	1.000
Aug	December	$ 257,923.15	$ 6,767.02	$ 35,498.79	1.027
Sept	January 2024	$ 274,467.91	$ 12,189.59	$ 47,688.38	1.046
Oct	February	$ 277,377.02	$ 9,081.15	$ 56,769.53	1.034
Nov	March	$ 285,146.83	$ (2,341.42)	$ 54,428.11	0.992
Dec	April	$ 338,543.11	$ 41,715.29	$ 96,143.40	1.141
Jan	May	$ 259,231.81	$ 31,087.24	$ 127,230.64	1.136
Feb	June	$ 247,232.02	$ 18,616.86	$ 145,847.50	1.081
	Total	$ 3,319,470.25			

Predicted by Pro	$ 3,106,633.00	Per Document	Sum 12.57
Projected by sheet	$ 3,323,808.18	Per Actual	After Months 12
Proj Diff vs Predict	**$ 217,175.18**		Average 1.047
Percent Above	7.0%		FY23

Bond Pay 1-4	$ 2,934,403.76	
Diff Predict	$ 172,229.24	
Diff Projected	**$ 389,404.42**	
Diff Actual	$ 385,066.49	(End of Year)

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Difference in Predicted by Pro		
Predicted	$ 3,106,633.00	
FY23 ACTUAL	$ 3,319,470.25	
Difference	$ 212,837.25	(End of Year)

Bond 1 2015	$ 2,112,983.76
Bond 2 2017	$ 366,675.00
Bond 3 21	$ 276,000.00
Bond 4 21	$ 178,745.00
Total	**$ 2,934,403.76**

Predicted =	Amount Listed When Bonds Sold
Projected =	Amount Calculated By This File

PPRT (Fund 10-90)													
Month	FY21	%	FY22	%	FY23	%	AVG	FY24	DIFF	% Change	Forecasts Model 1	Forecasts Model 2	FY23 Forecast
July	286,167.89	0.11	523,140.62	0.09	**990,579.15**	0.16	**0.133**	995,004.11	4,424.96	1.00	7,492,052.23		7,619,839.62
Aug	211,466.94	0.08	66,526.62	0.01	**113,094.12**	0.02	**0.029**	160,421.10	47,326.98	1.42	7,134,324.73		6,955,220.25
Sept	-	-	-	-		-	-	-					
Oct	268,080.94	0.10	871,621.79	0.16	**1,334,246.74**	0.21	**0.174**	824,719.83	(509,526.91)	0.62	5,900,218.09		7,551,295.29
Nov	-	-	-	-		-	-						
Dec	69,383.21	0.03	180,862.84	0.03	**436,938.32**	0.07	**0.041**	255,952.48	(180,985.84)	0.59	5,935,985.61	4,904,471.88	8,055,196.17
Jan	329,985.43	0.13	663,733.77	0.12	**963,847.81**	0.15	**0.134**	565,988.86	(397,858.95)	0.59	5,485,217.98	4,602,720.56	7,892,778.95
Feb		-	-	-		-	-						
Mar	119,222.84	0.05	869,248.90	0.16	**477,468.00**	0.08	**0.071**	333,764.24	(143,703.76)	0.70	5,391,054.03	4,581,148.45	7,763,350.99
April	557,076.34	0.22	1,027,632.23	0.18	**758,557.25**	0.12	**0.192**	297,695.87	(460,861.38)	0.39	4,437,919.65	4,266,265.01	6,625,828.32
May	717,919.25	0.28	1,375,849.85	0.25	**1,230,745.77**	0.20	**0.226**	719,711.87	(511,033.90)	0.58			6,305,477.16
June		-		-		-	-						
Total	2,559,302.84	1.00	5,578,616.62	1.00	**6,305,477.16**	1.00	**1.00**	4,153,258.36	(2,152,218.80)				

CPI	3.0%	1.7%	1.5%	0.8%	0.7%	2.1%	2.1%	1.9%	2.3%	1.4%	7.0%	6.5%
Fund	**Tax Year 2012 Extension**	**Tax Year 2013 Extension**	**Tax Year 2014 Extension**	**Tax Year 2015 Extension**	**Tax Year 2016 Extension**	**Tax Year 2017 Extension**	**Tax Year 2018 Extension**	**Tax Year 2019 Extension**	**Tax Year 2020 Extension**	**Tax Year 2021 Extension**	**Tax Year 2022 Extension**	**Tax Year 2023 Extension**
Education	11,801,933.86	12,548,776.14	12,604,894.51	12,998,790.05	13,167,189.42	13,386,512.32	13,708,359.40	14,140,913.67	14,680,723.00	14,919,104.78	15,823,054.55	17,421,479.75
Bonds	-	-	-	-	-	-	-	-	-	-	-	-
O & M	2,251,989.99	2,544,942.57	2,540,572.36	2,483,830.34	2,755,653.20	2,837,524.77	3,007,699.33	3,022,786.88	3,041,281.75	3,168,486.10	3,420,597.38	3,441,157.87
IMRF	581,351.16	556,004.44	513,047.25	501,638.62	588,041.95	605,544.11	612,006.08	614,346.74	618,086.39	674,556.10	700,001.49	538,491.71
Transportation	820,708.69	171,001.78	781,788.11	764,327.45	774,315.12	797,351.40	812,761.80	828,861.61	838,459.69	968,154.67	1,221,980.70	1,237,943.50
Working Cash	161,724.98	162,394.31	162,131.65	158,533.24	160,603.72	165,445.15	166,523.17	170,675.52	172,437.77	171,181.10	120,139.72	146,861.38
Fire Prev & Safety	371,253.08	583,165.80	372,138.02	363,842.94	368,634.04	379,647.86	391,688.91	391,064.01	393,765.45	198,016.57	457,120.34	412,680.47
Special Education	219,863.90	220,274.77	219,948.41	215,054.80	217,890.90	224,408.74	235,030.06	239,286.23	240,979.08	266,674.69	280,111.11	265,965.95
Liability Insurance	791,411.24	783,088.68	781,788.11	764,327.45	375,101.30	557,860.87	563,060.64	565,570.15	569,109.72	566,241.61	744,553.11	660,239.80
Social Security	571,547.34	489,439.99	488,612.79	477,704.66	563,809.67	580,586.85	587,554.26	589,958.45	593,619.75	649,754.29	794,193.06	734,306.88
Revenue Recapture	-	-	-	-	-	-	-	-	-	47,216.27	71,835.17	90,466.61
Total Capped	17,571,784.24	18,059,088.48	18,464,921.21	18,728,049.55	18,971,239.32	19,534,882.07	20,084,683.65	20,563,463.26	21,148,462.60	21,582,169.91	23,561,751.46	**24,859,127.31**
Not Capped	-	-	-	-	-	-	-	-	-	47,216.27	71,835.17	90,466.61
Total	17,571,784.24	18,059,088.48	18,464,921.21	18,728,049.55	18,971,239.32	19,534,882.07	20,084,683.65	20,563,463.26	21,148,462.60	21,629,386.18	23,633,586.63	**24,949,593.92**
Collection Rate					100%	100%	100%	100%	101%	101%	101%	
Operating Funds	15,036,357.52	15,427,114.80	16,089,386.63	16,405,481.08	16,857,761.46	17,186,833.64	17,695,343.70	18,163,237.68	18,732,902.21	19,226,926.65	20,585,772.35	**22,247,442.50**

*Revenue Recapture-Any monies from the previous year from taxation errors

F. State Updates
G. Vision 117 Phase III
H. ESSER Spending 18

REPORT ITEM **June 24, 2024**

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: ESSER Spending Update

ORIGINAL ALLOTMENT ARP (ESSER III) - $9,323,502

New Grant Allotment - $6,672,559

Budget Item	Budget Amount	Allocated	Spent
SEA - Summer Enrichment - Western IL Youth Camp Tuition	$8,922	$72	$8,850
SEA - After School Programs - Tutoring Stipends ($21,965) & Benefits ($2,925)	$24,890	$15,568	$9,322
SEA - Learning Loss - Summer School Salaries ($35,585) & Benefits ($4,733) - **RTI Scheduler JMS ($4,900)** - Literably Subscription Elementary ($22,000) - Skills Global Sped ($9,622)	$76,840	$21,989	$54,851
Loss of Learning - 20%			
iReady Subscription	$115,596	$0	$115,596
Supplemental Teacher Materials K-12 - Headsets for Literably, ELL materials, Mystery Science Kits JHS Foods texts, JHS Auto Textbooks, Economics Texts, Literably Headset replacements, Elementary ELA adoption, Solar Eclipse Glasses, **Brigance Kit**	$147,070	$18,302	$128,768
Remaining Balance of ESSER III funds			
Eisenhower Construction (carry over from ESSER II)	$6,299,241	$156,987	$6,142,254
TOTAL	**$6,672,559**	**$212,918**	$6,459,641

New expenditures:
After school tutoring - $1,005
SEA Learning Loss - RTI Scheduler $2,600
Eisenhower Construction - $866,205

REPORT ITEM Jun 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Spring iReady data

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iReady Data Synopsis:

- ➔ Slides 2-7 - Big picture view of reading achievement in the district.
  - ◆ 2: Showcases how we compare to the State and Nation
  - ◆ 3: Showcases the overall breakdown by building
  - ◆ 4: Showcases the overall breakdown by grade level
  - ◆ 5-7: Showcases each grade level's achievement during each testing period.
- ➔ Slides 8-13: Big picture view of math achievement in the district.
  - ◆ 8: Showcases how we compare to the State and Nation
  - ◆ 9: Showcases the overall breakdown by building
  - ◆ 10: Showcases the overall breakdown by grade level
  - ◆ 11-13: Showcases each grade level's achievement during each testing period.
- ➔ Slides 15-22: Showcases each building's overall achievement during each testing period.

Celebrations:

- ★ Our district's reading achievement is consistent with students across the state and nation.
- ★ Our district's math achievement is fairly consistent with students across the state and nation.
- ★ Every building is showing growth in achievement from fall to spring. With it being our first full year using this assessment, the information gives us a nice baseline to support our growth and use of data to inform instruction for all students.
- ★ Teachers are engaging in more dialogue (with each other and administration) centered around student data since the adoption of iReady. These data conversations are a result of more usable data that supports the district philosophy of priority standards at grade level rigor.

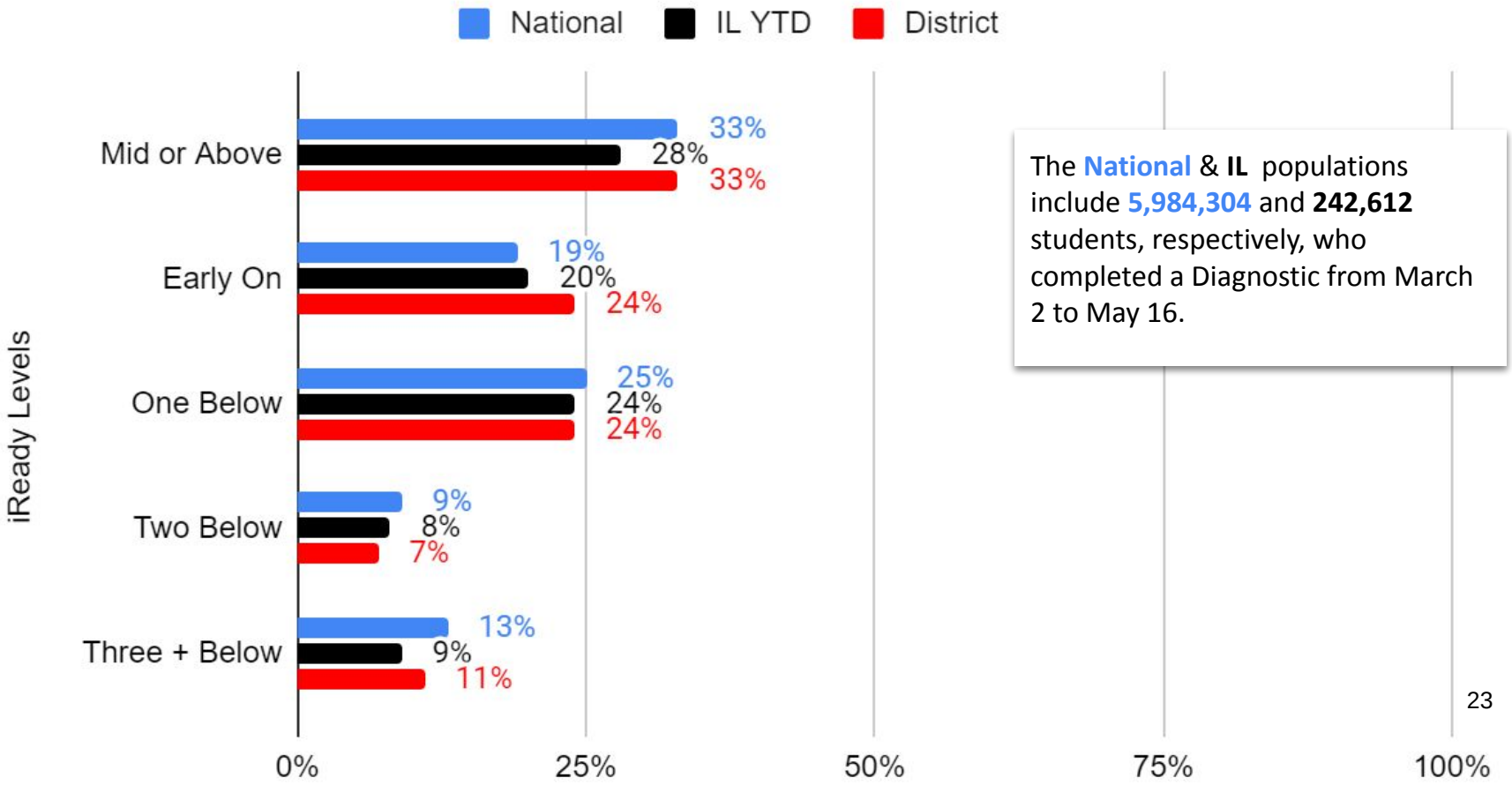
Moving Forward:

- ➢ Explore options for professional development to improve instructional leadership capacity and support teachers' use of data for student growth. These learning walks will lead to more powerful instructional dialogue centered around student support at all levels.
- ➢ iReady data is broken down even further at the building level and used to help guide each building's School Improvement Plan.

iReady Data

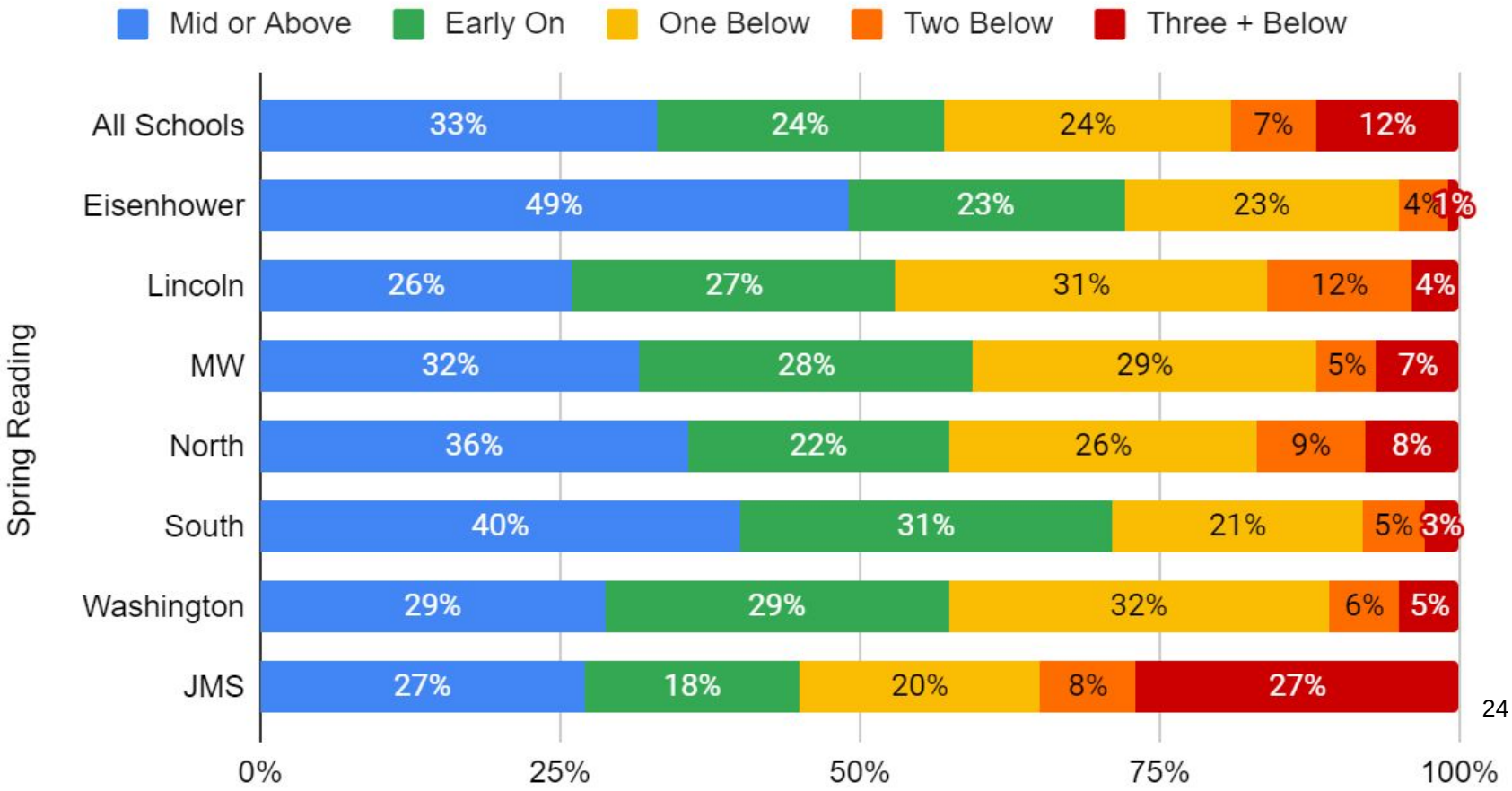
Spring 2024

Spring Reading Big Picture

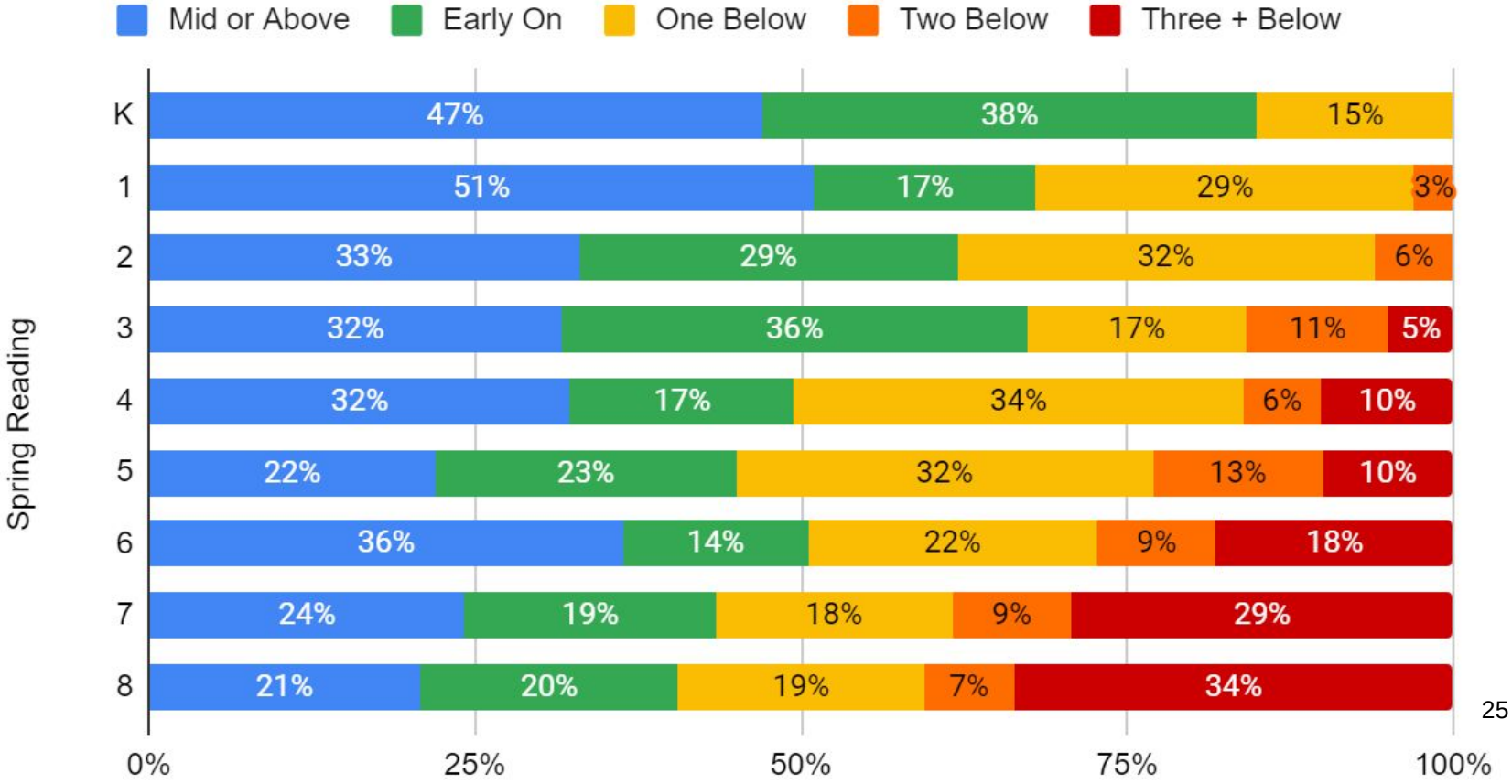


The **National** & **IL** populations include **5,984,304** and **242,612** students, respectively, who completed a Diagnostic from March 2 to May 16.

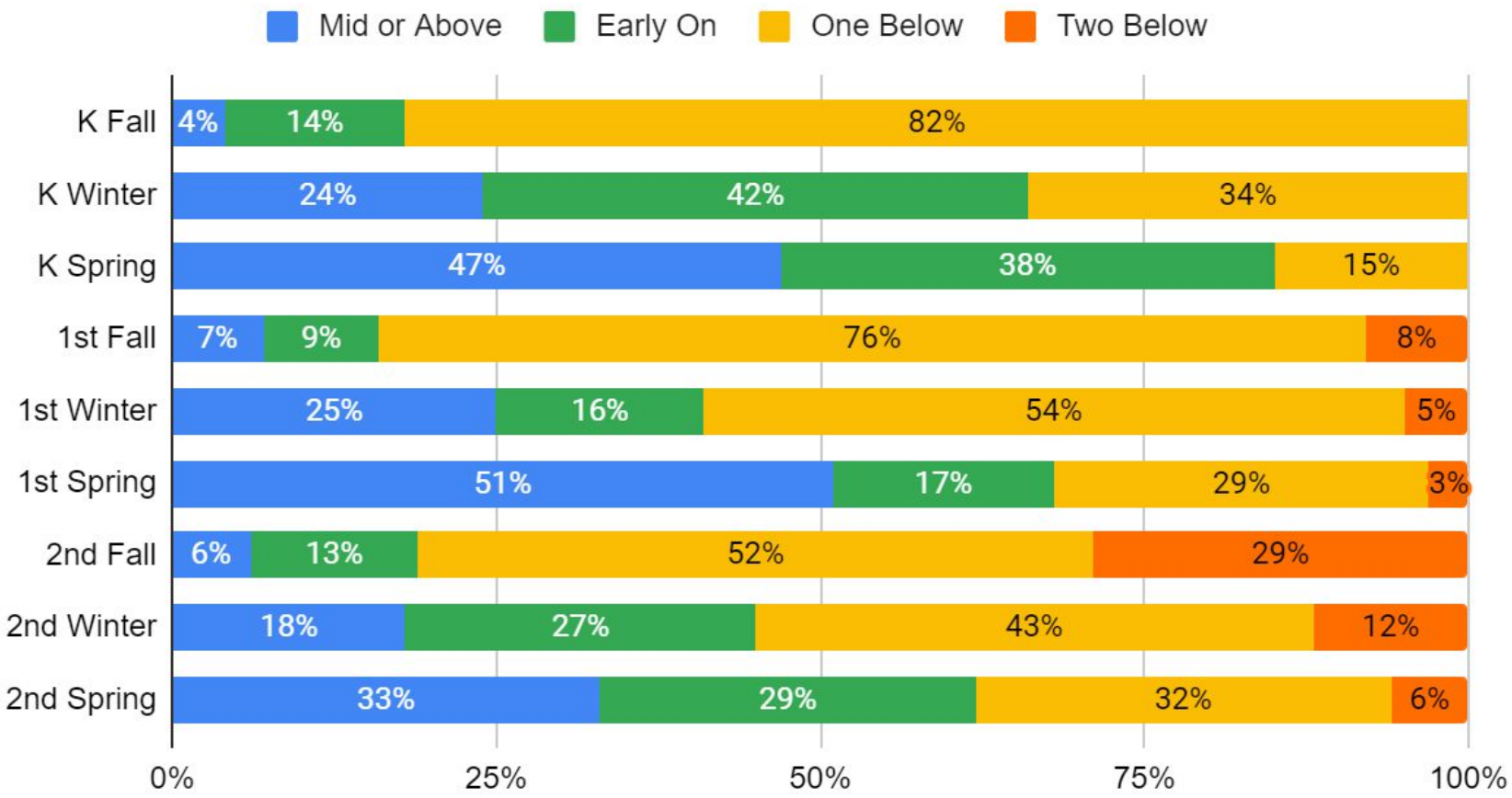
iReady Overall Spring Reading Results



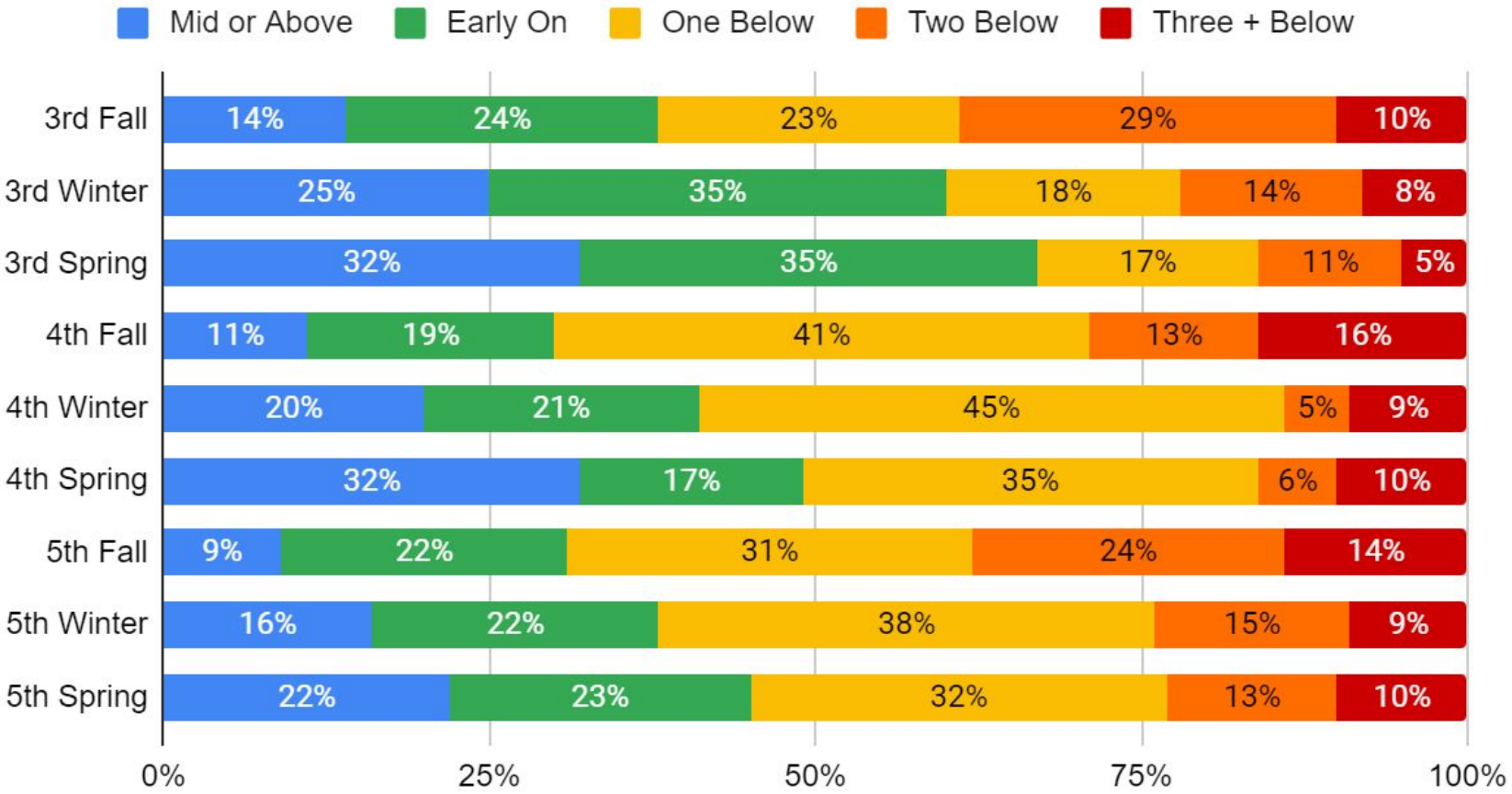
iReady Reading Grade Level



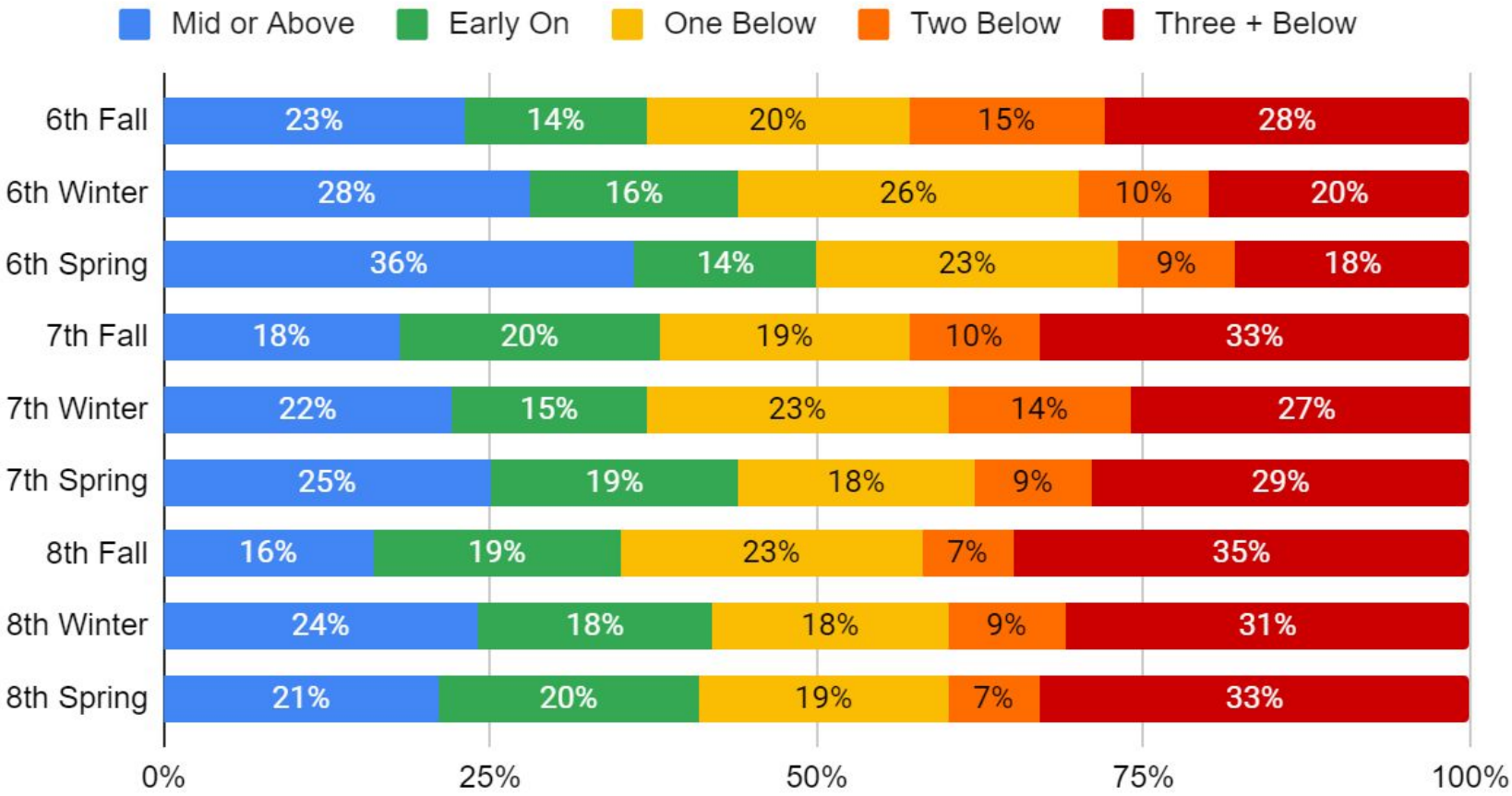
K-2 Reading Achievement Comparison



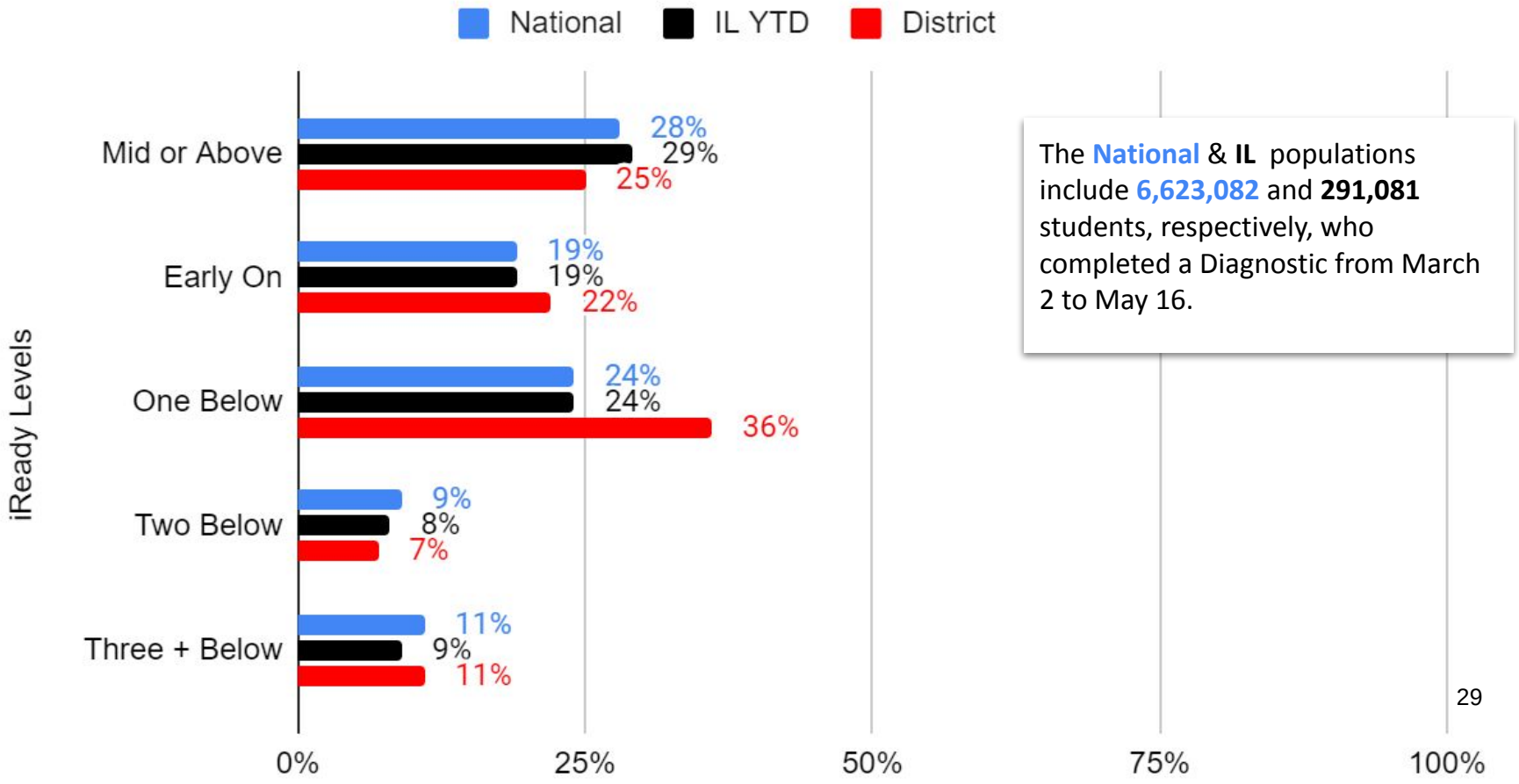
3-5 Reading Achievement Comparison



6-8 Reading Achievement Comparison

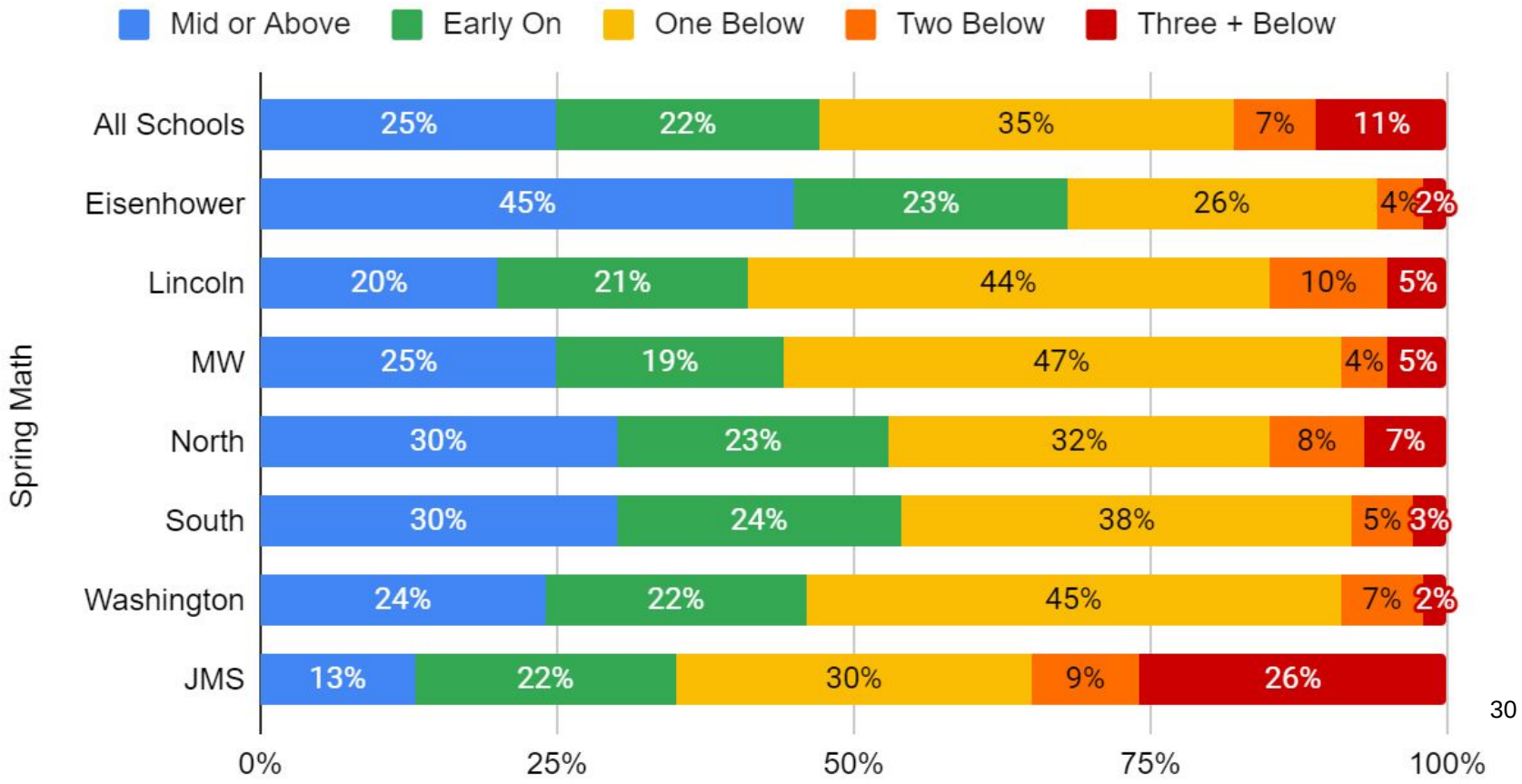


Spring Math Big Picture

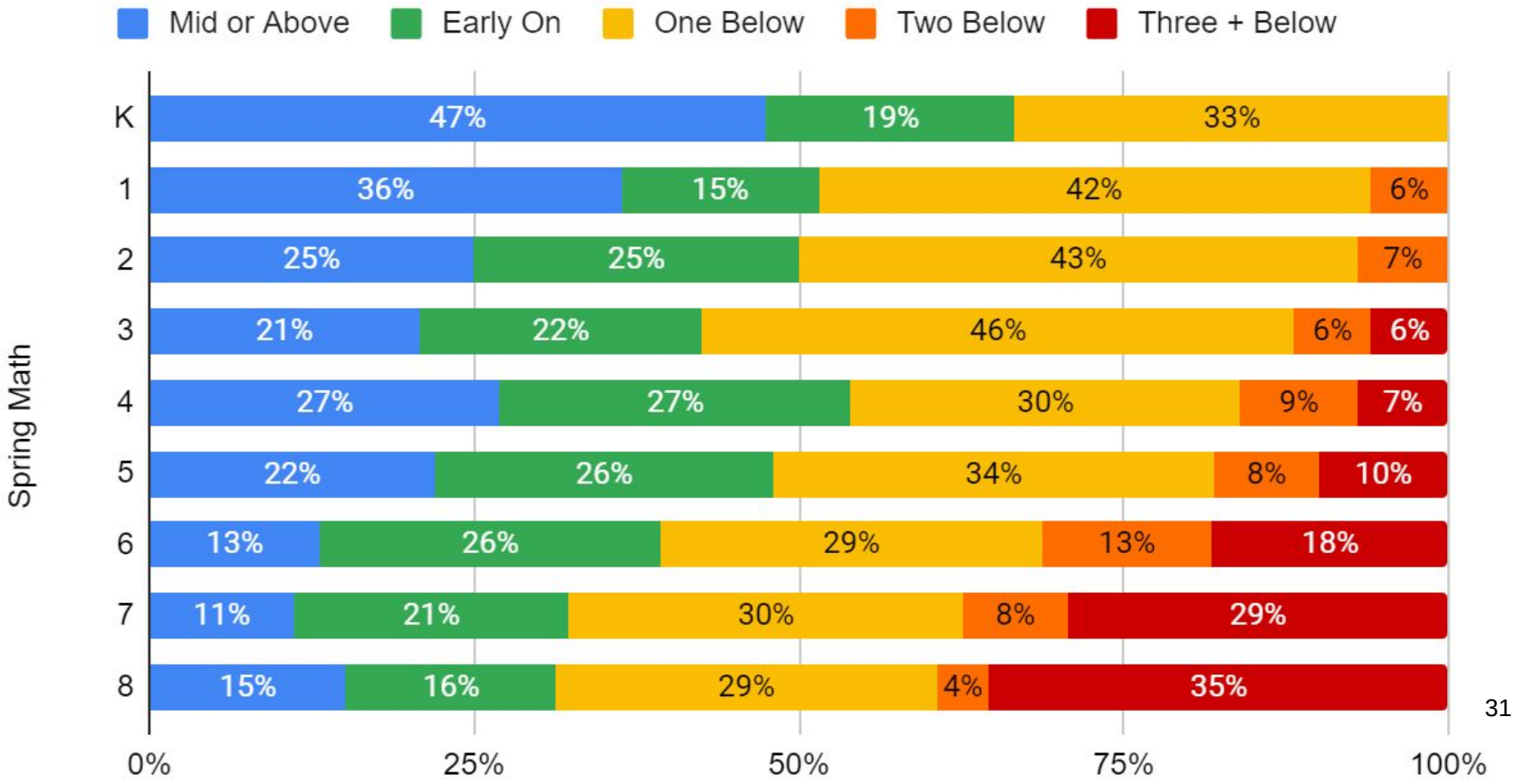


The **National** & **IL** populations include **6,623,082** and **291,081** students, respectively, who completed a Diagnostic from March 2 to May 16.

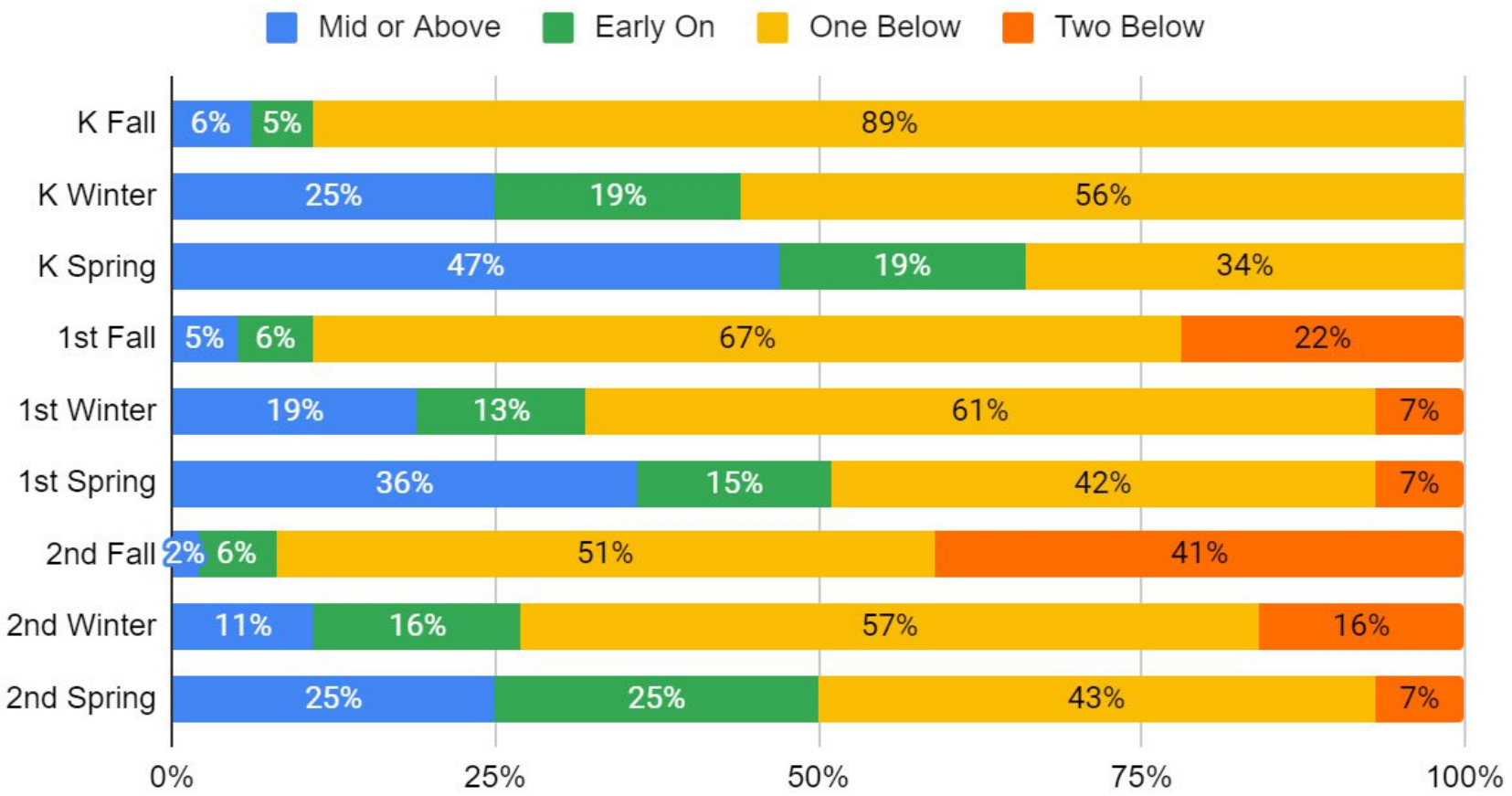
iReady Overall Spring Math Results



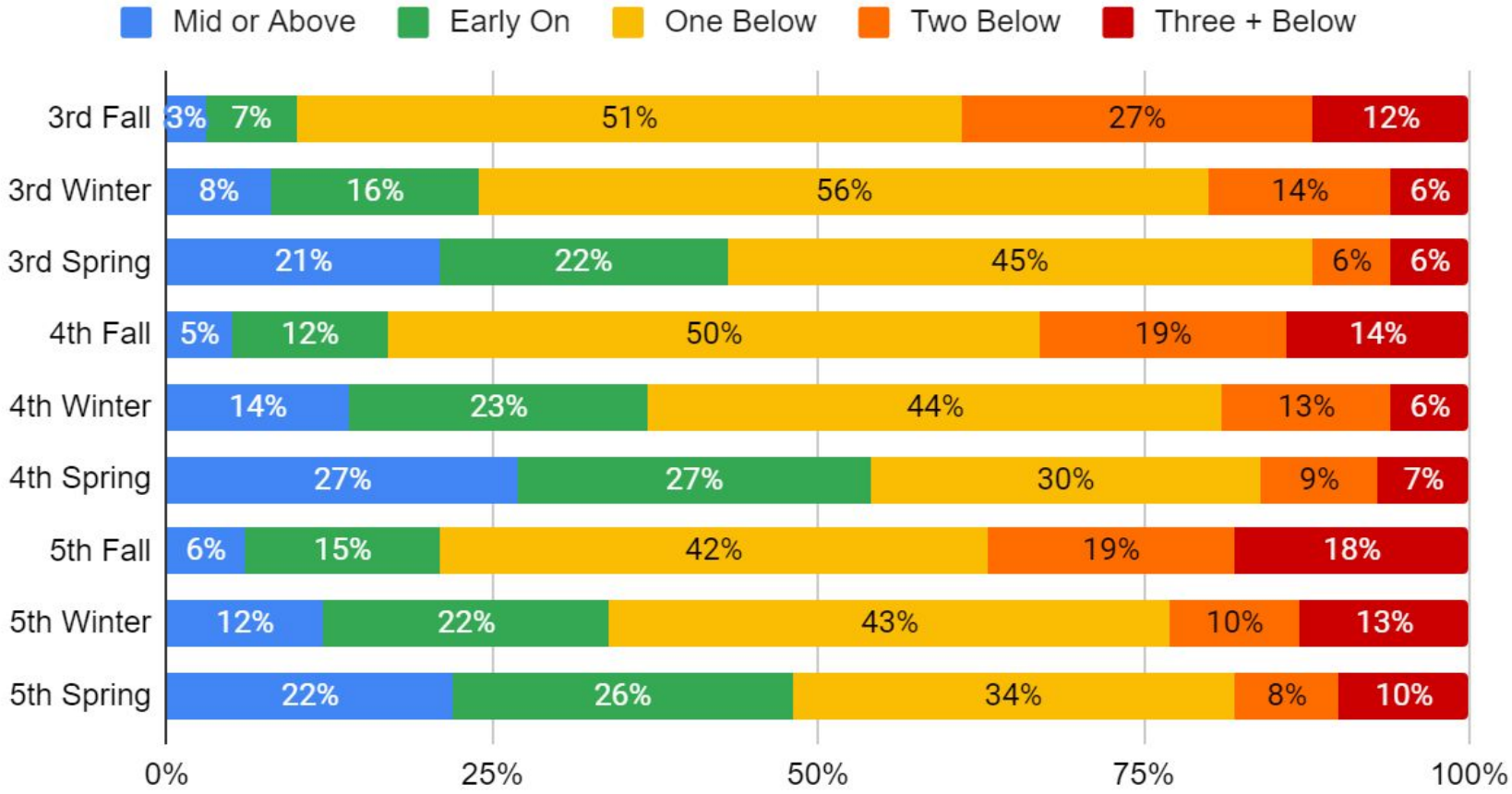
iReady Math Grade Level



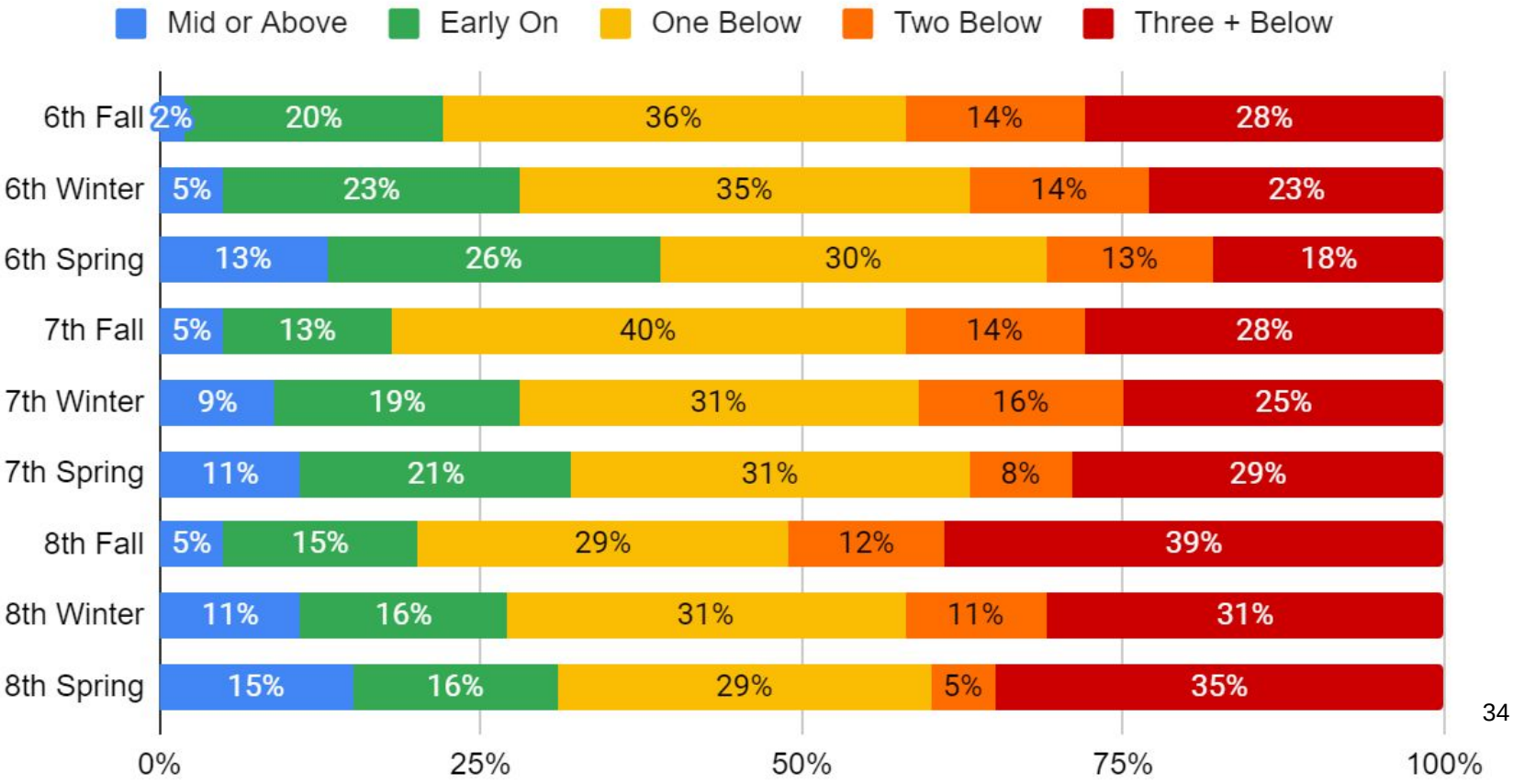
K-2 Math Achievement Comparison



3-5 Math Achievement Comparison



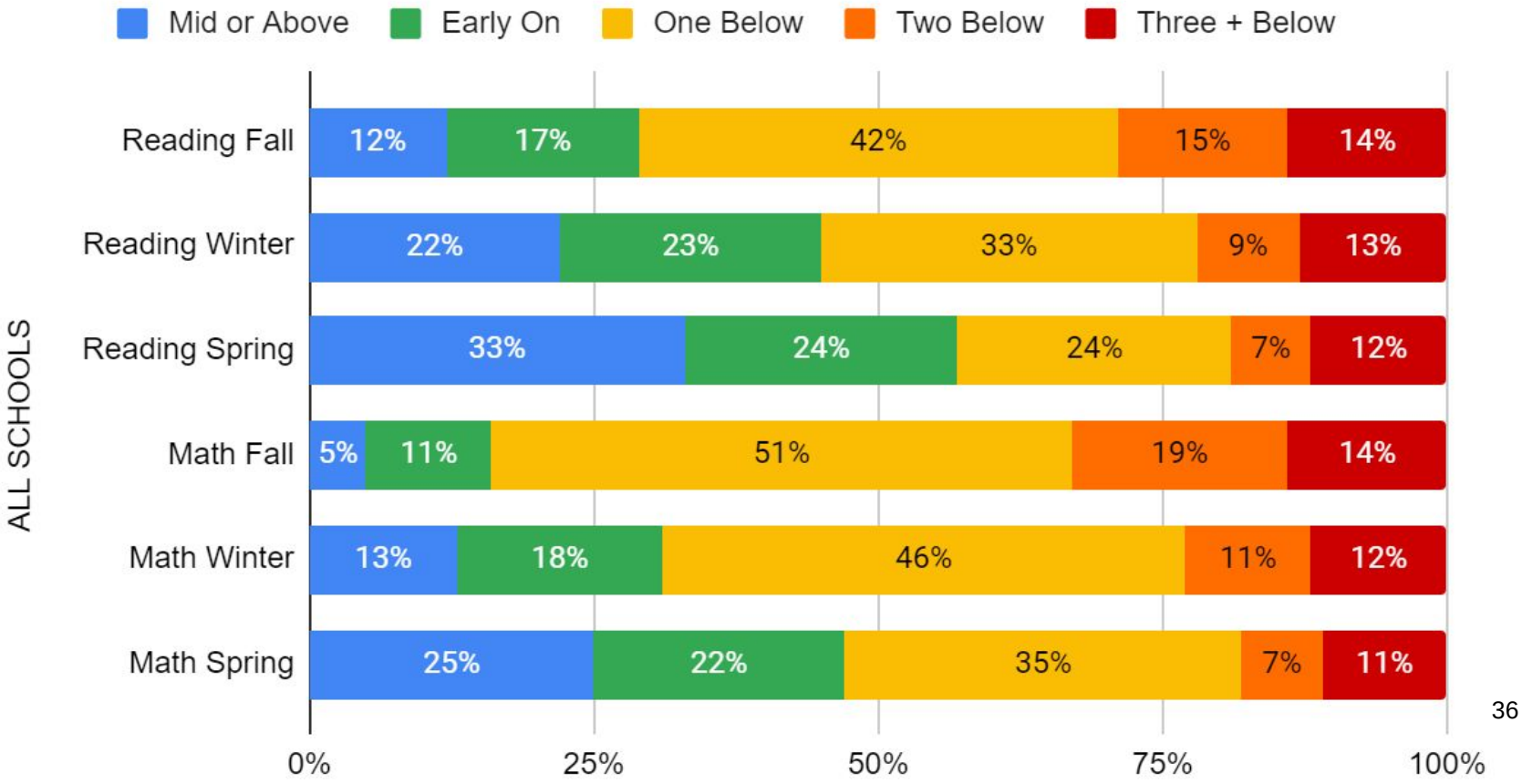
6-8 Math Achievement Comparison



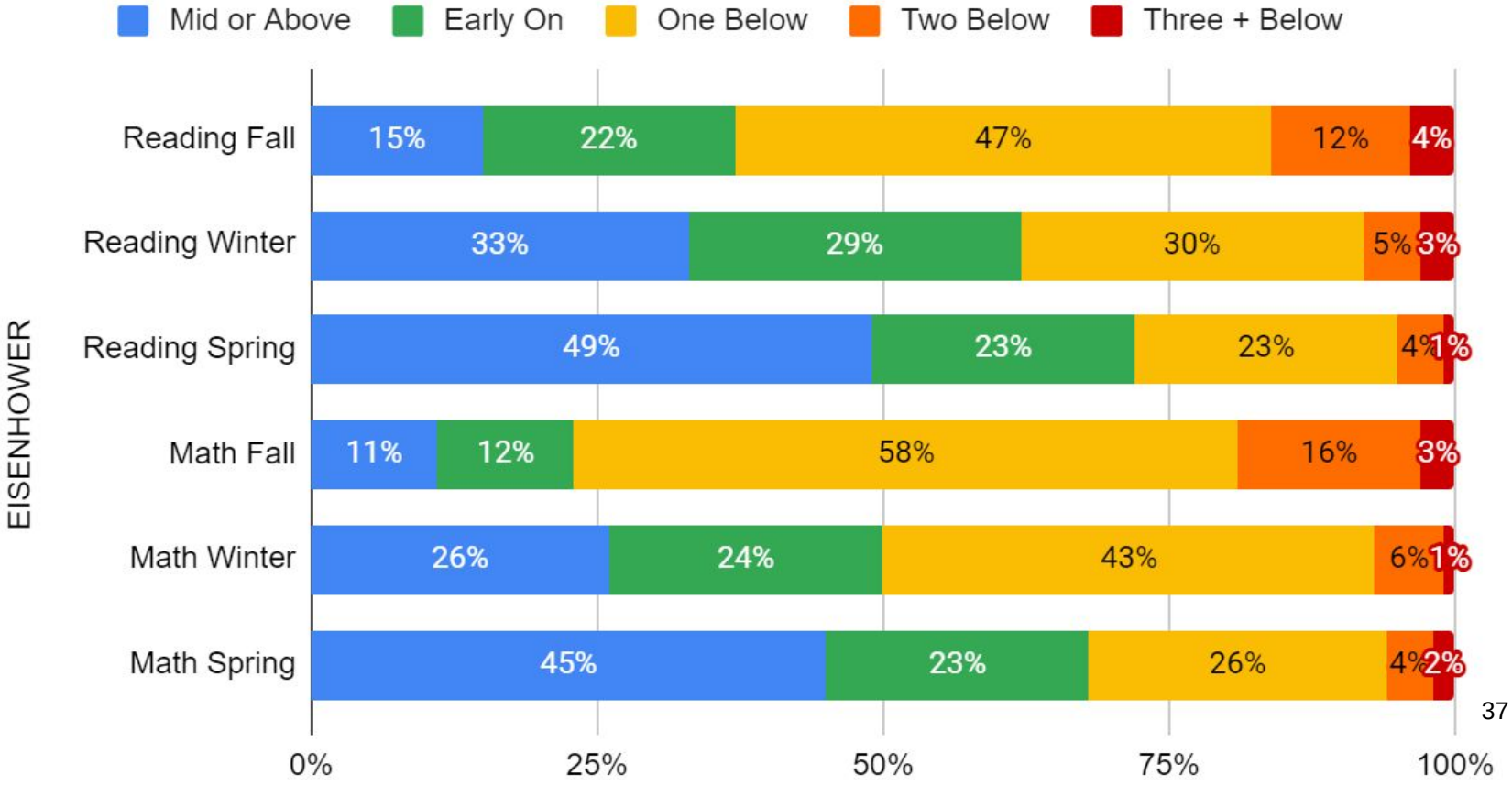
Breakdown by Schools

Spring 2024

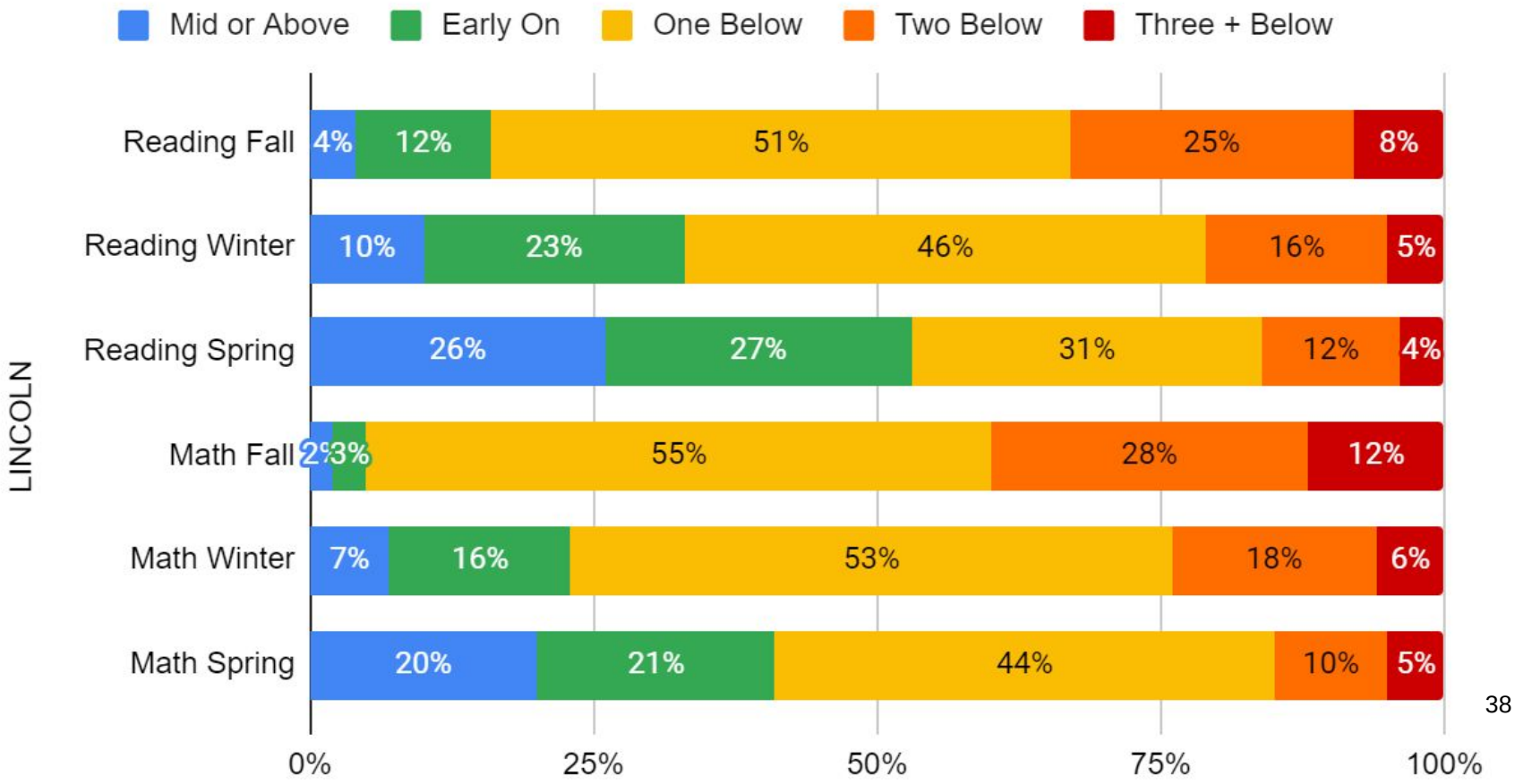
All School Achievement Comparison



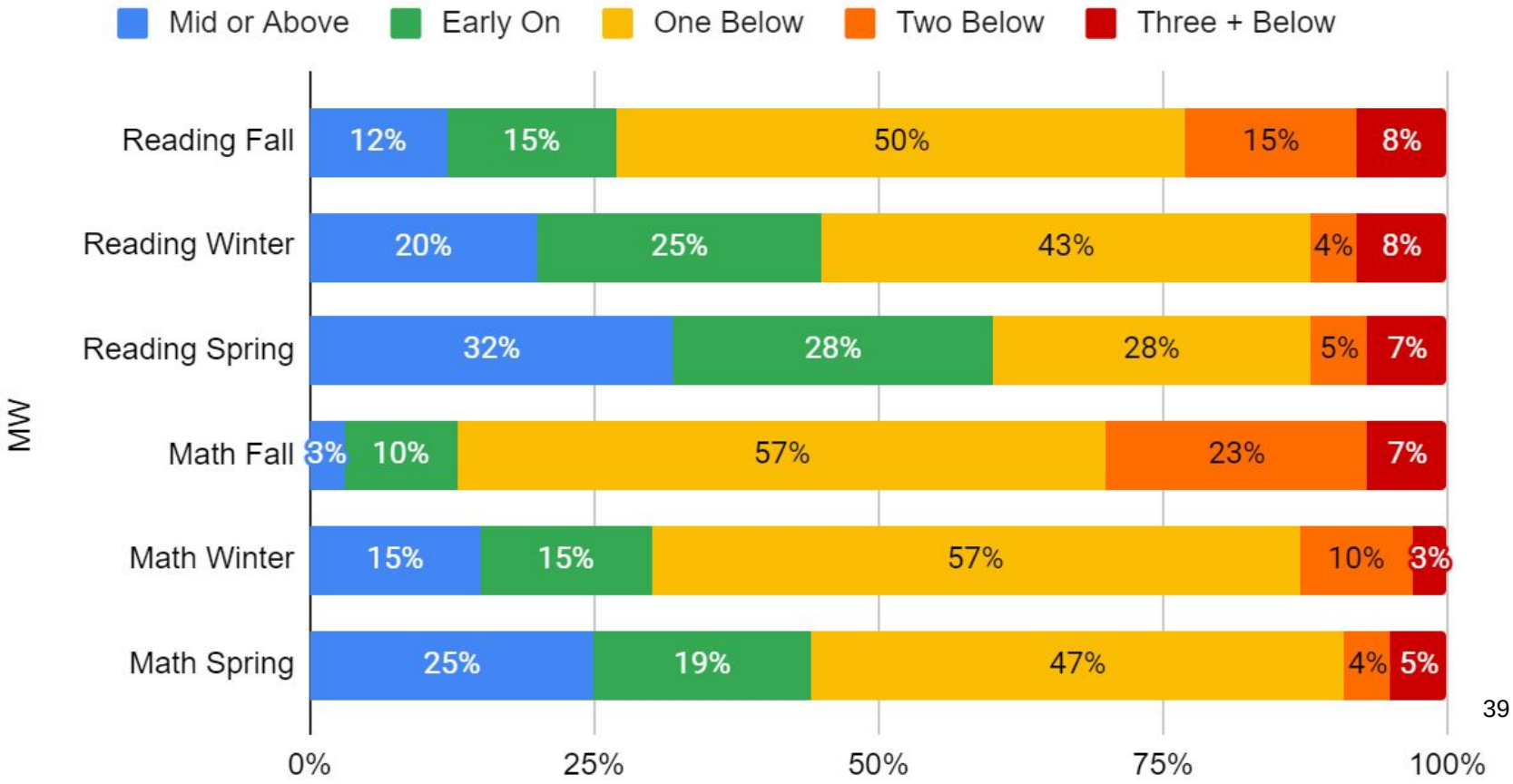
Eisenhower Achievement Comparison



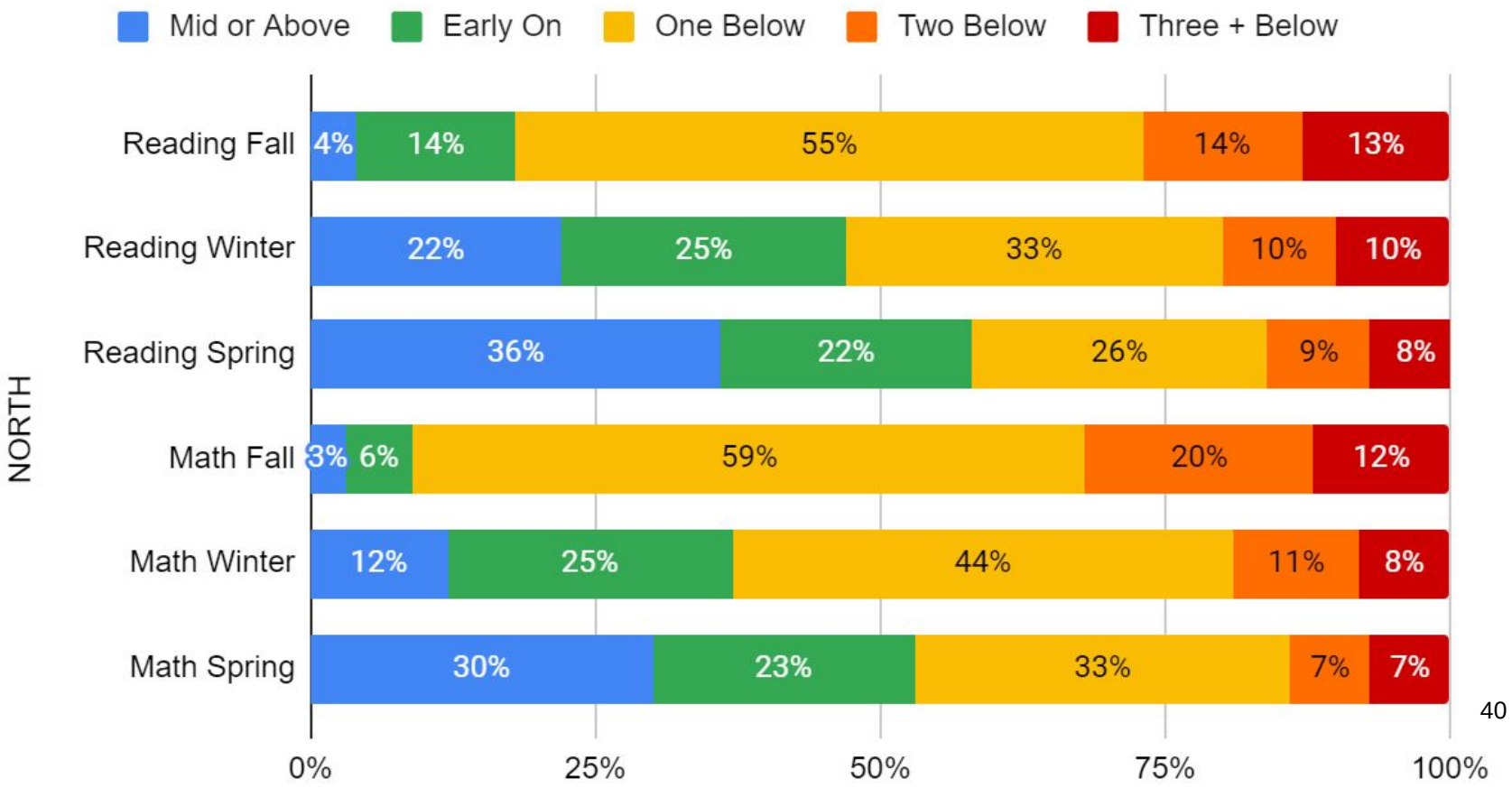
Lincoln Achievement Comparison



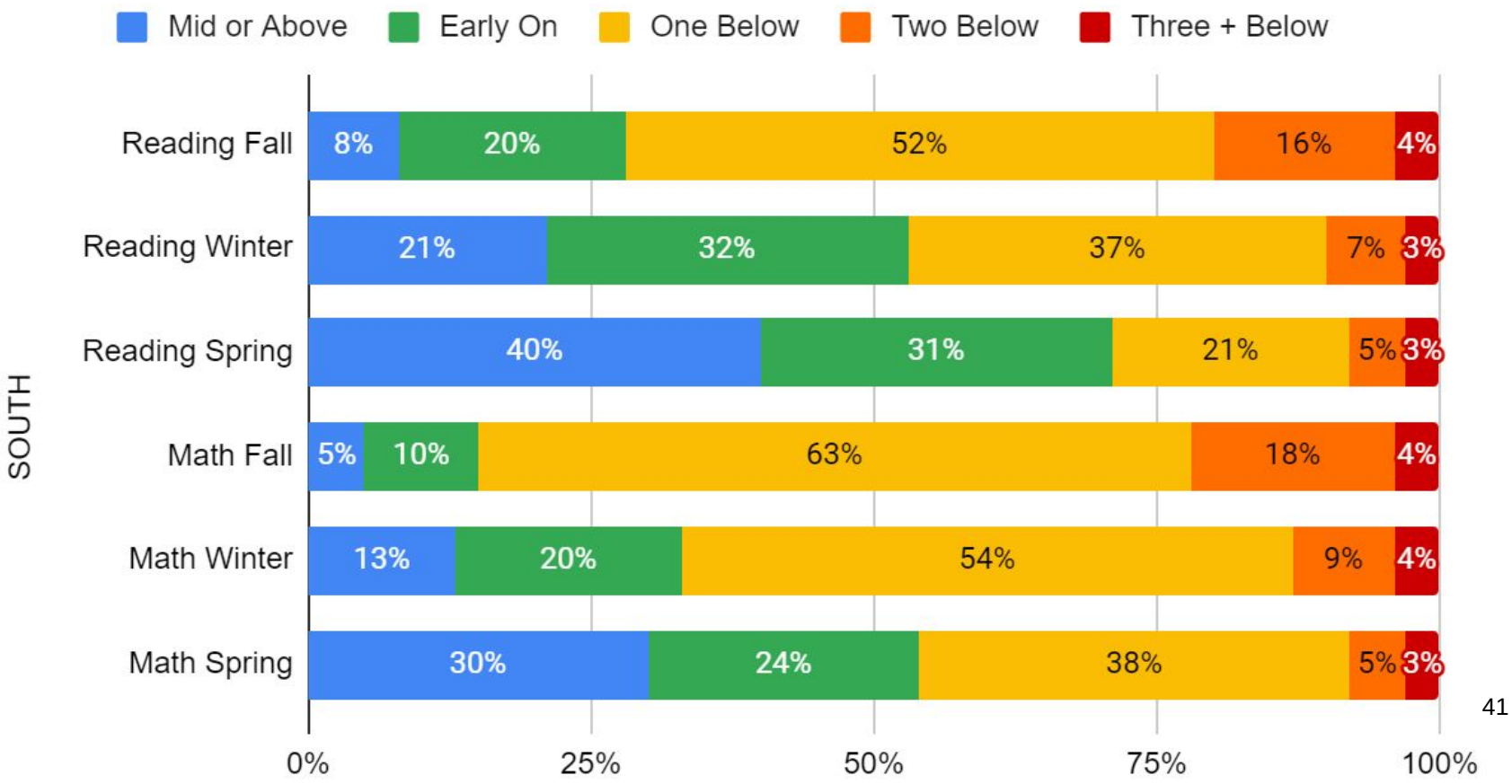
MW Achievement Comparison



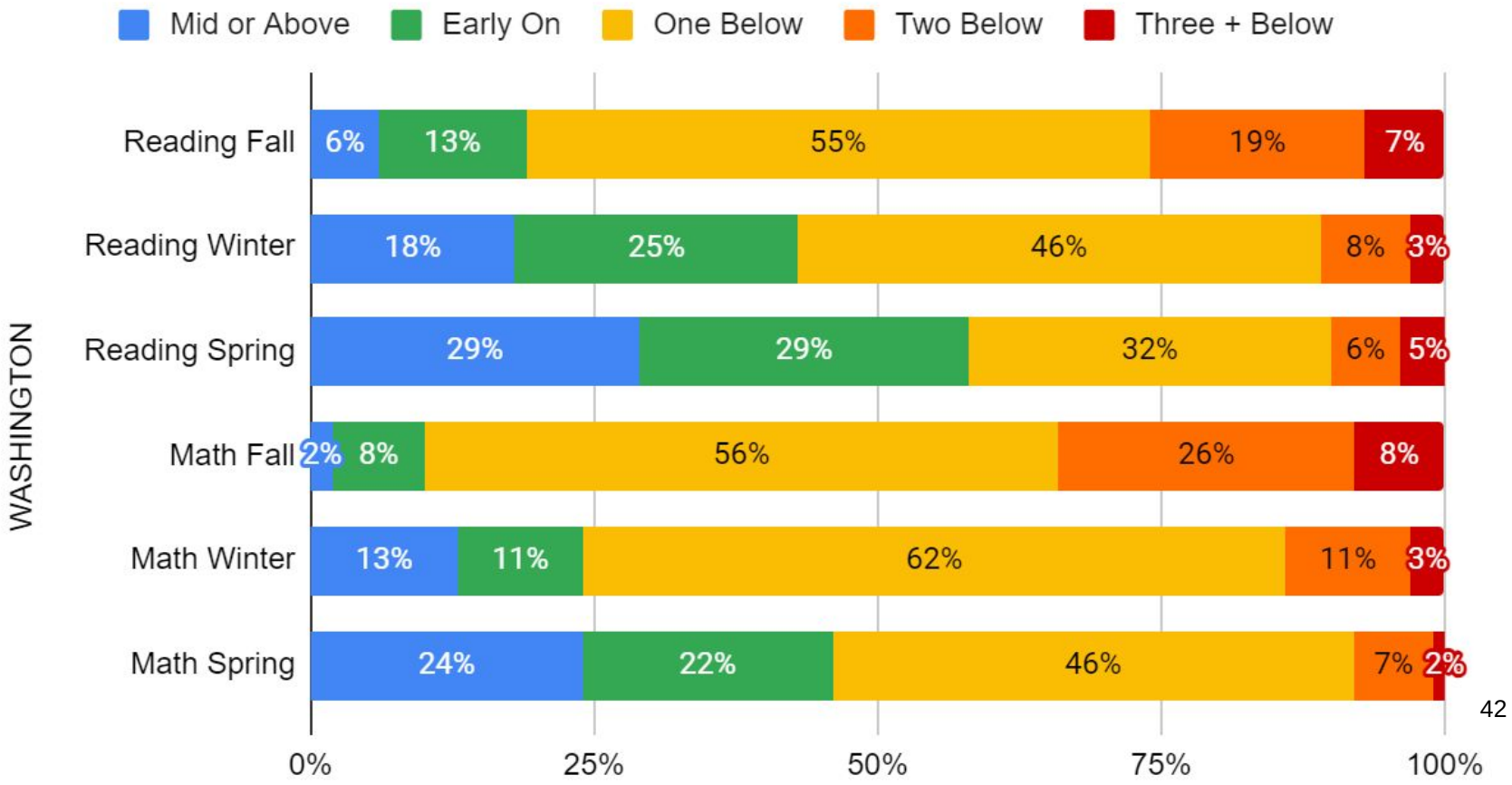
North Achievement Comparison



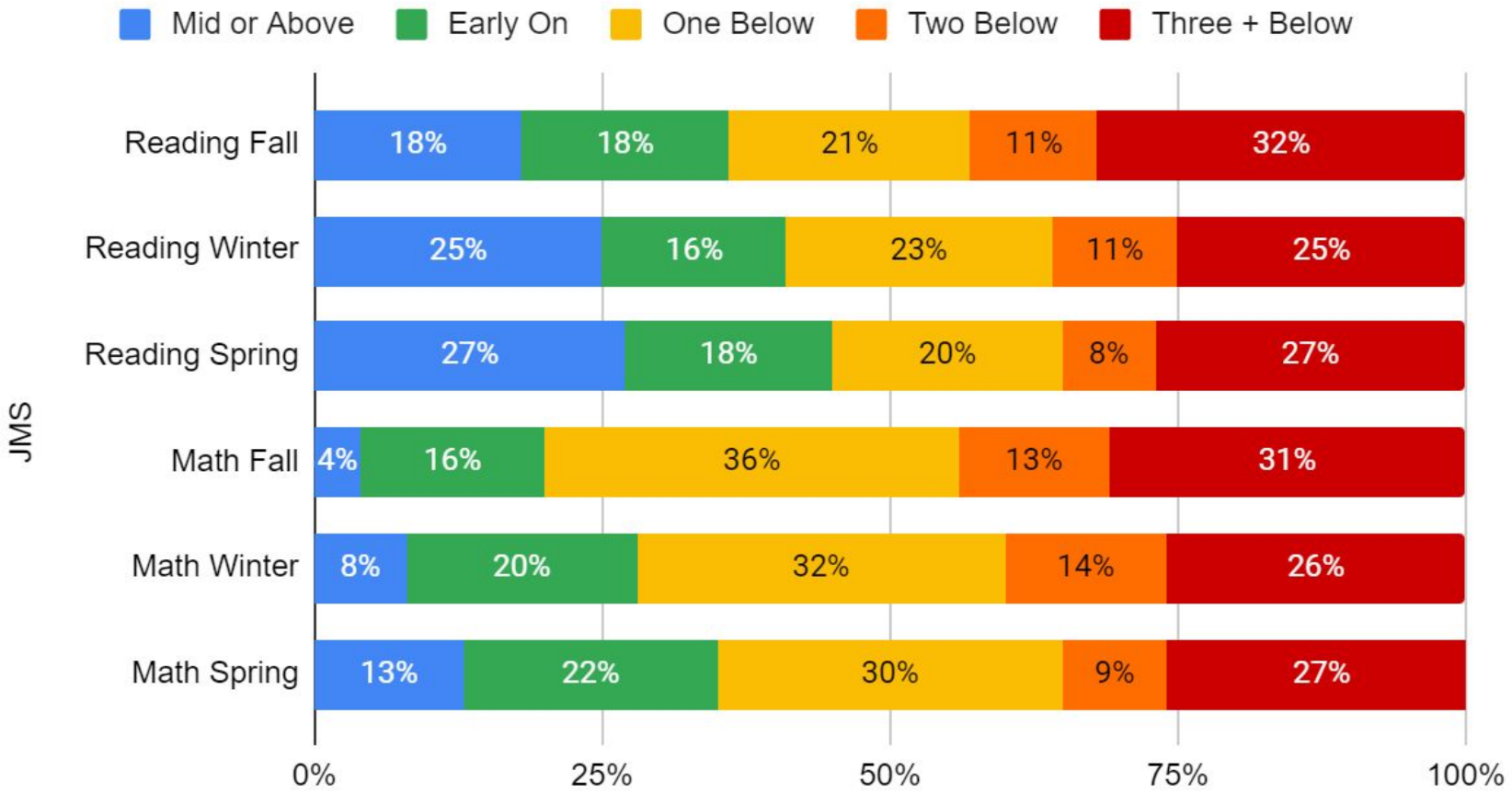
South Achievement Comparison



Washington Achievement Comparison



JMS Achievement Comparison



- SmartProcure-Sheri Reid

Matthew Moore <mmoore@jsd117.org>

SmartProcure FOIA Request to Jacksonville School District No. 117 For PO/Vendor Information

Sheri Reid <sreid@smartprocure.com> Wed, May 1, 2024 at 8:01 AM
To: "mmoore@jsd117.org" <mmoore@jsd117.org>

Dear Matthew Moore or Custodian of Public Records,

SmartProcure is submitting a commercial FOIA request to the Jacksonville School District No. 117 for any and all purchasing records from 1/31/2024 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
2. Purchase date
3. Line item details (Detailed description of the purchase)
4. Line item quantity
5. Line item price
6. Vendor ID number, name, address, contact person and their email address

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

As an added security and privacy measure, there will be a unique upload link for any new requests moving forward, including this one. We appreciate your assistance towards this request. You may also attach the information to this email.

https://upload.smartprocure.com/?id=c2RqPWEyYlZQMDAwMDAwNVU2RFlBVSZzdD1JTCZvcmc9SmFja3NvbnZpbGxlU2Nob29sRGlzdHJpY3RObzExNyZvaWQ9NzM3Mzg%3D

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Sheri Reid
Data Acquisition Specialist
SmartProcure
Direct: (561) 609-6759
Email: sreid@smartprocure.com

Matthew Moore <mmoore@jsd117.org>

FOIA Request from May 1, 2024

1 message

Matthew Moore <mmoore@jsd117.org> Thu, May 30, 2024 at 3:30 PM
To: sreid@smartprocure.com
Bcc: Matthew Moore <mmoore@jsd117.org>

Ms. Reid,

Please see the attached response from your FOIA request received on Wednesday, May 1, 2024.

Thank you,

Assistant Superintendent
Jacksonville School District 117

2 attachments

SmartProcure Response 05-30-24 - Google Docs.pdf
221K

Smart Procure FOIA Jan 31 2024 to Apr 30 2024.pdf
205K

Jacksonville School District #117
211 W State Street
Jacksonville, Illinois 62650
Office: (217)243-9411
Fax: (217)243-6844

Matthew Moore, Assistant Superintendent

May 30, 2024

Dear Ms. Reid,

Thank you for writing to Jacksonville School District 117 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On May 1, 2024, JSD 117 was in receipt of your commercial FOIA request for the "any and all purchasing records from 1/31/2024 to current." It is also noted that the request is "limited to readily available records without physically copying, scanning or printing paper documents."

As the FOIA Officer for Jacksonville School District 117, I am writing to inform you that your request is granted and the requested information is attached to the email accompanying this letter.

You have a right to have the result of your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, IL 62706
Fax: 217-782-1396
Email: public.access@ilag.gov.

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this denial. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this denial letter when filing a Request for Review with the PAC.

Sincerely,

Matthew Moore
Assistant Superintendent
Jacksonville School District 117
(217) 243-9411
mmoore@jsd117.org

PO Number	Batch Number	Description	Vendor Name	Vnd St	Amount	Approve/Deny Date
5502400032	29	Mental Health Consultant	FRISBIE ELIZABETH	IL	968.75	04/29/24
5502400031	26	SIP Day snack to send home - April & May	JHS CAFETERIA	IL	122.5	04/29/24
5502400030	26	SIP Day snack to send home - February	JHS CAFETERIA	IL	88	04/26/24
5502400029	26	Amazon order - Sensory Room, End of Year	BMO CORPORATE MASTERCARD ...	IL	88.99	04/26/24
5502400028	23	Amazon Order - end of year supplies, newborn bag items	BMO CORPORATE MASTERCARD ...	IL	398.03	04/24/24
5502400027	11	Newborn Bag supplies for B-3 (Amazon)	BMO CORPORATE MASTERCARD ...	IL	2055.59	04/11/24
5502400026	08	Supplies - Toner, Paper, Sidewalk Chalk, Misc. Custodial	BMO CORPORATE MASTERCARD ...	IL	1835.55	04/08/24
5502400025	08	Laminating Film	TOM DAY BUSINESS MACHINES	IL	436	04/08/24
5502400024	08	Books for Students	BOOK DEPOT	IL	495.24	04/08/24
5502400023	08	Mental Health Consultation for Staff	FRISBIE ELIZABETH	IL	1125	04/08/24
5502400022	05	Caterpillars for Classrooms	INSECT LORE	CA	126.92	04/08/24
5502400021	05	Books for Pre-K students	SCHOLASTIC	OH	259.25	04/08/24
5502400020	18	Snack Food for Pre-K Classrooms	WAL-MART(USE VENDOR#1602)	IL	897.82	03/21/24
5502400019	11	Mental Health Consultant	FRISBIE ELIZABETH	IL	1250	03/18/24
5502400018	06	Conscious Discipline Workshop for Parents	JACKSONVILLE AREA FRIENDS...	IL	150	03/07/24
5502400017	20	Taxi Service for Families	AUTO PRO TAXI	IL	760	02/21/24
5502400016	13	Photo Booth for Supper with Santa	PRINTS CHARMING	IL	500	02/13/24
5502400015	07	Mental Health Consultant	FRISBIE ELIZABETH	IL	1250	02/13/24
5502400014	02	SIP Day Snack	JHS CAFETERIA	IL	88	02/06/24
4002400055	30	D. Vinyard Autism supplies	BMO CORPORATE MASTERCARD ...	IL	8.99	04/30/24
4002400054	19	Speech supplies	WPS PUBLISHING, LLC	CA	737	04/19/24
4002400053	18	Office supplies	BMO CORPORATE MASTERCARD ...	IL	648.31	04/19/24
4002400052	16	Psych supplies - Cathers	BMO CORPORATE MASTERCARD ...	IL	19.99	04/16/24
4002400051	15	TAP supplies	BMO CORPORATE MASTERCARD ...	IL	23.99	04/15/24
4002400050	11	Social work supplies	BMO CORPORATE MASTERCARD ...	IL	32.07	04/12/24
4002400049	11	Step supplies	BMO CORPORATE MASTERCARD ...	IL	51.01	04/12/24
4002400048	09	Early childhood bear hug vest	SOUTHPAW ENTERPRISES	OH	80	04/09/24
4002400047	09	Speech supplies Social Work supplies	BMO CORPORATE MASTERCARD ...	IL	1060.5	04/09/24
4002400046	04	Autism supplies Ipad case	BMO CORPORATE MASTERCARD ...	IL	26.59	04/05/24

4002400045	03	office supplies	BMO CORPORATE MASTERCARD ...	IL	14.99	04/04/24
4002400044	03	Psychologist supplies	BMO CORPORATE MASTERCARD ...	IL	60.39	04/04/24
4002400043	21	Speech supplies	WPS PUBLISHING, LLC	CA	51	03/22/24
4002400042	20	Brayden Phillips Lincoln	BMO CORPORATE MASTERCARD ...	IL	63.94	03/21/24
4002400041	19	iPad carrying case Step 3	BMO CORPORATE MASTERCARD ...	IL	12.99	03/19/24
4002400040	19	P Bohannon Lincoln Elementary	BMO CORPORATE MASTERCARD ...	IL	37.99	03/19/24
4002400039	15	Speech supplies R Vitale	BMO CORPORATE MASTERCARD ...	IL	205.4	03/15/24
4002400038	15	ED supplies T Pattie	BMO CORPORATE MASTERCARD ...	IL	23.46	03/15/24
4002400037	15	Step 2 12x18 laminating pouches	BMO CORPORATE MASTERCARD ...	IL	42.15	03/15/24
4002400036	14	Laminating pouches Step 2	BMO CORPORATE MASTERCARD ...	IL	22.5	03/14/24
4002400035	08	Pearson PLS 5 Preschool record forms	PEARSON (ORDERING DEPT)	TX	174	03/11/24
4002400034	04	NeuroNet 1 student license for three months, self renewing, ending in May 2024 Eisenhower	BMO CORPORATE MASTERCARD ...	IL	19	03/04/24
4002400033	29	EY Sensory Room	BMO CORPORATE MASTERCARD ...	IL	89.99	02/29/24
4002400032	29	Baby wipes Eisenhower Step 1 & 2	BMO CORPORATE MASTERCARD ...	IL	24.54	02/29/24
4002400031	27	Laminating sheets	BMO CORPORATE MASTERCARD ...	IL	13.05	02/27/24
4002400030	27	LessonPix renewal Quote 2024021633 JaxIL17	LESSON PIX CUSTOM LEARNIN...	FL	550.8	02/27/24
4002400029	27	Chewable pencil toppers Eisenhower	BMO CORPORATE MASTERCARD ...	IL	9.99	02/27/24
4002400028	26	Brentley Phillips @ Washington	BMO CORPORATE MASTERCARD ...	IL	23.98	02/26/24
4002400027	15	Canoe Swing Early Years sensory room	BMO CORPORATE MASTERCARD ...	IL	100.94	02/26/24
4002400026	08	Sensory Sock at North	BMO CORPORATE MASTERCARD ...	IL	26.99	02/08/24
4002400025	08	Steve Patton Fund Abby Parks	BMO CORPORATE MASTERCARD ...	IL	90.94	02/08/24
4002400023	07	Bear Hug Vest M. Ganz	SOUTHPAW ENTERPRISES	OH	80	02/07/24
3302400079	25	Laptop for Assistant Curriculum Director	DELL EMC	PA	921.89	04/25/24
3302400078	23	South Media Center books via Fee Replacements 23-24	BOUND TO STAY BOUND BOOKS	IL	194.86	04/23/24

3302400077	23	Washington Media Center books via Fee Replacements 23-24	BOUND TO STAY BOUND BOOKS	IL	84.9	04/23/24
3302400076	23	North Media Center books via Fee Replacement 23-24	BOUND TO STAY BOUND BOOKS	IL	28.25	04/23/24
3302400075	23	Murrayville Woodson Media Center books via Fee Replacements 23-24	BOUND TO STAY BOUND BOOKS	IL	45.36	04/23/24
3302400074	23	Lincoln Media Center books via Fee Replacements 23-24	BOUND TO STAY BOUND BOOKS	IL	144	04/23/24
3302400073	23	Eisenhower Media Center books via Fee Replacements 23-24	BOUND TO STAY BOUND BOOKS	IL	256.24	04/23/24
3302400072	23	South Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	156.85	04/23/24
3302400071	23	North Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	56.42	04/23/24
3302400070	23	Murrayville-Woodson Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	81.2	04/23/24
3302400069	23	Eisenhower Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	44.22	04/23/24
3302400068	23	JHS Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	129.17	04/23/24
3302400067	23	JMS Media Center books via Fee Replacements 23-24	PERMA-BOUND	IL	158.97	04/23/24
3302400066	12	JHS End of Year Book Purchase	PERMA-BOUND	IL	2356.65	04/12/24
3302400065	09	3-year Renewal of Adobe K12 Site license	BELL TECHLOGIX, INC.	PA	7380	04/09/24
3302400064	09	iPad for JHS English Department for English Translation per Jennifer Collins request.	APPLE, INC.	TX	299	04/09/24
3302400063	09	Bretford cart for JMS Chromebook Refresh	SHI INTERNATIONAL CORP	TX	990	04/09/24
3302400062	08	Classlink 3 year renewal of services.	CLASSLINK INC.	NJ	37810.86	04/08/24
3302400061	05	BTSB Books for Washington via Media Funds	BOUND TO STAY BOUND BOOKS	IL	675.99	04/05/24
3302400060	05	BTSB Books for South via Media Funds	BOUND TO STAY BOUND BOOKS	IL	800.75	04/05/24
3302400059	05	BTSB Books for North via Media Funds	BOUND TO STAY BOUND BOOKS	IL	543.81	04/05/24
3302400058	05	BTSB Books for Murrayville Woodson via Media Funds	BOUND TO STAY BOUND BOOKS	IL	492.72	04/05/24
3302400057	05	BTSB Books for Lincoln via Media Funds	BOUND TO STAY BOUND BOOKS	IL	703.68	04/05/24
3302400056	05	BTSB Books for Eisenhower via Media Funds	BOUND TO STAY BOUND BOOKS	IL	782.39	04/05/24
3302400055	05	3 year agreement for SUSP on S2 Door System	HEART TECHNOLOGIES, INC	IL	5344.17	04/05/24
3302400054	05	Perma-Bound Books for Washington via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400053	05	Perma-Bound Books for South via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400052	05	Perma-Bound Books for North via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400051	05	Perma-Bound books for Murrayville-Woodson via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400050	05	Perma-Bound Books for Lincoln via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400049	05	Perma-Bound Books for Eisenhower via Media Funds	PERMA-BOUND	IL	83.84	04/05/24
3302400048	04	Server warranty plans for district network.	CXTEC	NY	2231.92	04/04/24
3302400047	03	Books for Washington via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	211.47	04/04/24
3302400046	03	Books for South via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	289.51	04/04/24
3302400045	03	Books for North via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	140.28	04/03/24

3302400044	03	Books for Murrayville via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	117.25	04/03/24
3302400043	03	Books for Lincoln via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	249.94	04/03/24
3302400042	03	Books for Eisenhower via the State Library Per Capita Grant	BOUND TO STAY BOUND BOOKS	IL	272.97	04/04/24
3302400041	03	Books for JMS via the State Library Per Capita Grant	PERMA-BOUND	IL	652.32	04/03/24
3302400040	03	Books for JHS via the State Library Per Capita Grant	PERMA-BOUND	IL	746.41	04/03/24
3302400039	19	Rear rail kit for Eisenhower network rack	CDW GOVERNMENT	IL	70	03/19/24
3302400038	15	Installation of Promethean Boards at Renovated Eisenhower	HADDOCK EDUCATION TECH.	MO	9516	03/15/24
3302400037	07	Early Years Intercom Expansion	SENERGY TECHNOLOGIES	IL	6412.66	03/08/24
3302400036	08	Additional phone licenses for District use	HEART TECHNOLOGIES, INC	IL	1136.88	03/08/24
3302400035	08	Battery backups for network equipment at Eisenhower Elementary	SHI INTERNATIONAL CORP	TX	5900	03/08/24
3302400034	06	Chromebooks for JMS as per refresh cycle	DELL EMC	PA	253260	03/06/24
3302400033	04	Hansen Call Monitoring Renewal	HEART TECHNOLOGIES, INC	IL	500	03/04/24
3302400032	26	RAM upgrades for JMS Refresh devices	CDW GOVERNMENT	IL	2682.5	02/26/24
3302400031	26	Laptops and Desktops for JMS Refresh Cycle	DELL COMPUTER CORP	IL	94954.65	02/26/24
3302400030	16	Demo devices for upcoming JMS Chromebook refresh process.	CTL	OR	286.4	02/16/24
3302400029	08	Patch panel frames for Eisenhower networking equipment.	SENERGY TECHNOLOGIES	IL	827.66	02/08/24
3252400066	29	2024 Summer Supply Order: JHS	AREA DISTRIBUTORS	IL	15345.15	04/29/24
3252400065	29	2024 Summer Supply Order: Elementaries	AREA DISTRIBUTORS	IL	23578.94	04/29/24
3252400064	26	2024 Summer Supply Order: Elementaries	DUTCH HOLLOW SUPPLIES	IL	979.43	04/26/24
3252400063	26	2024 Summer Supply Order: JHS	DUTCH HOLLOW SUPPLIES	IL	8731.48	04/26/24
3252400062	17	Washington Playground Installation	ALL INCLUSIVE REC LLC	MO	2000	04/17/24
3252400061	16	CONTROLLER ASSEMBLY	AC SYSTEMS SERVICE, LLC	MO	2229	04/16/24
3252400060	09	ROLL TOWELS	DUTCH HOLLOW SUPPLIES	IL	2852.3	04/09/24
3252400059	12	NEW SHOP OVERHEAD DOOR REPLACEMENT	SPRINGFIELD OVERHEAD DOOR...	IL	3085	03/12/24
3252400058	12	JHS North Entrance Fan Coil	DOYLE PLUMBING & HEATING	IL	3449	03/12/24
3252400057	23	TURF TIGER MOWER	HENRY'S SERV CENTER INC	IL	16195	02/26/24
3252400056	22	AREA SUPPLY ORDER	AREA DISTRIBUTORS	IL	4308.88	02/22/24
3252400055	21	TOILET TISSUE	DUTCH HOLLOW SUPPLIES	IL	1426.15	02/21/24
3252400054	20	LINCOLN HEAT PUMP SERVICING	DOYLE PLUMBING & HEATING	IL	1600.25	02/20/24
3252400053	02	JHS Kewanee Burner Blower Wheel	DOYLE PLUMBING & HEATING	IL	1475	02/02/24
3212400215	30	JMS MATH MANIPULATIVES	ETA HAND2MIND	IL	687.92	04/30/24
3212400214	30	MISC TITLE SUPPLIES FOR NORTH	ORIENTAL TRADING CO INC	MN	162.83	04/30/24
3212400213	25	JMS TITLE BOOKS	PIONEER VALLEY ED. PRESS	MA	2268	04/30/24
3212400212	24	OWL PELLETS FOR EISENHOWER	OBDK	WA	119.97	04/24/24
3212400211	24	ROUTT BOOKS	TEACHERS DISCOVERY	MI	84.47	04/24/24
3212400210	24	WASHINGTON TABLES & CHAIRS	RESOURCE ONE	IL	3669.36	04/24/24

3212400209	22	BRIGANCE EC SCREENS KIT	CURRICULUM ASSOCIATES INC	GA	312.48	04/22/24
3212400208	22	MISC ELA MATERIAL FOR NORTH	LAKESHORE LEARNING MATLS	CA	470.33	04/22/24
3212400207	17	SOCCER BALLS	US GAMES	TX	88.98	04/22/24
3212400206	15	TIME TIMER	TIME TIMER LLC	OH	134.95	04/16/24
3212400205	15	NICKY FOLDERS FOR NORTH	ROCHESTER 100 INC	NY	290	04/15/24
3212400204	15	NORTH AWARDS	JONES SCHOOL SUPPLY	SC	263.81	04/15/24
3212400203	15	PLANNERS FOR NORTH	SCHOOL DATEBOOKS	IN	518.65	04/15/24
3212400202	11	HANDWRITING WORKBOOKS FOR 2024-25	HANDWRITING WITHOUT TEARS	MD	10778.63	04/22/24
3212400201	12	NORTH'S TITLE MATERIAL	LAKESHORE LEARNING MATLS	CA	558.82	04/12/24
3212400200	11	BRAG TAGS FOR NORTH	SCHOOL LIFE	CA	369.29	04/11/24
3212400199	11	MISC TITLE SUPPLIES	REALLY GOOD STUFF LLC	IL	149.94	04/11/24
3212400198	11	MARKERS FOR M-W ART	SCHOOL SPECIALTY	WI	77.34	04/11/24
3212400197	11	SCHOLASTIC FACE BOOKS FOR W	SCHOLASTIC FACE	MO	685	04/11/24
3212400196	11	WASHINGTON MATERIAL	MARENEM INC	NC	57.75	04/11/24
3212400195	10	SEATING FOR NORTH	NORTH ELEMENTARY SCHOOL	IL	815.12	04/10/24
3212400194	10	PE EQUIPMENT FOR WASHINGTON	GOPHER	MN	98.19	04/10/24
3212400193	08	SCHOOL MEMBERSHIP (MW)	STARFALL EDUCATION FOUNDA...	CO	355	04/08/24
3212400192	08	MYSTERY SCIENCE PACKS	MYSTERY SCIENCE INC.	GA	15850	04/08/24
3212400191	04	JMS SCIENCE FUSION WORKBOOKS	HOUGHTON MIFFLIN CO	IL	38086.65	04/04/24
3212400190	03	CATERPILLARS FOR EISENHOWER	INSECT LORE	CA	44.93	04/04/24
3212400189	12	MISC TITLE MATERIAL FOR NORTH	REALLY GOOD STUFF LLC	IL	51.98	04/03/24
3212400188	03	NORTH MATERIAL	AHA! PROCESS INC	TX	383.5	04/03/24
3212400187	02	JHS MATERIAL (J. POOL)	MC GRAW HILL EDUCATION GR...	IL	122.46	04/03/24
3212400186	02	ART SUPPLIES FOR ELEMENTARY	SCHOOL SPECIALTY	WI	137.85	04/02/24
3212400185	21	TITLE MATERIAL FOR NORTH	REALLY GOOD STUFF LLC	IL	300.9	03/21/24
3212400184	21	FIDGET BANDS	MOVING MINDS	MN	103.57	03/21/24
3212400183	21	MISC TITLE MATERIAL FOR NORTH	FUN & FUNCTION	PA	66.93	03/21/24
3212400182	21	LABEL COVERS	LIBRARY STORE	IL	50.74	03/21/24
3212400181	21	MISC MATH MANIPULATIVES	LAKESHORE LEARNING MATLS	CA	280.54	03/21/24
3212400180	21	BOOKS FOR M-W	JUNIOR LEARNING	CA	4391.82	03/21/24
3212400179	20	MISC TITLE MATERIAL FOR NORTH	SCHOOL SPECIALTY	WI	784.43	03/20/24
3212400178	20	BOOKS FOR M-W	HALF PINT KIDS	PA	950.4	03/20/24
3212400177	20	BOOKS FOR NORTH	HALF PINT KIDS	PA	1108.8	03/20/24
3212400176	20	NORTH TITLE MATERIAL	EXPRESS READERS	CA	1492.21	03/20/24
3212400175	20	BOOKS FOR NORTH	PIONEER VALLEY ED. PRESS	MA	2540.16	03/20/24
3212400174	20	NORTH TITLE MATERIAL	FUN & FUNCTION	PA	116.94	03/20/24
3212400173	19	MISC TITLE MATERIAL FOR M-W	REALLY GREAT READING	MD	464.8	03/20/24
3212400172	19	FIDGET BANDS FOR M-W	MOVING MINDS	MN	103.57	03/19/24
3212400171	19	BOOKS FOR KINDERGARTEN REGISTRATION	SCHOLASTIC TEACHING RESOU...	OH	162.96	03/19/24
3212400170	12	M-W TITLE MATERIAL	LAKESHORE	CA	1252.25	03/12/24
3212400169	12	MISC TITLE MATERIAL	FROG PUBLICATIONS	FL	632.5	03/12/24
3212400168	12	MATH AND ELA MANIPULATIVES	LEARNING RESOURCES	IL	142.95	03/12/24
3212400167	12	ELA MATERIAL FOR M-W	JUNIOR LEARNING	CA	58.95	03/12/24

3212400166	12	MISC TITLE MATERIAL FOR M-W	ETA HAND2MIND	IL	535.23	03/12/24
3212400165	12	BOOKS FOR M-W	SCHOLASTIC TEACHING RESOU...	OH	709.94	03/12/24
3212400164	11	PE MATERIAL	GOPHER	MN	895.72	03/11/24
3212400163	11	MISC TITLE MATERIAL FOR MW	SCHOOL SPECIALTY	WI	134.5	03/11/24
3212400162	11	TILES FOR MW	MOVING MINDS	MN	211.68	03/11/24
3212400161	11	SPEECH MATERIAL	SPEECH CORNER	AZ	364.96	03/11/24
3212400160	06	MW TITLE MATERIAL	REALLY GOOD STUFF LLC	IL	4687.83	03/11/24
3212400159	11	SECRET STORIES	MARENEM INC	NC	129.25	03/11/24
3212400158	11	WILSON ORDER FOR SOUTH	WILSON LANGUAGE TRAINING	MA	1895.4	03/11/24
3212400157	04	ELEMENTARY ART MATERIALS	SCHOOL SPECIALTY	WI	472.06	03/04/24
3212400156	28	PE EQUIP FOR JMS (TITLE IV)	GOPHER	MN	89.54	02/28/24
3212400155	23	TITLE IV PE EQUPMENT FOR MW	TOLEDO PHYSICAL EDUCATION...	OH	106.56	02/26/24
3212400154	16	DEVELOPING DECODERS FOR WASHINGTON	LAPREA EDUCATION INC.	NY	5137.5	02/16/24
3212400153	16	MISC TITLE MATERIALS FOR NORTH	WILSON LANGUAGE TRAINING	MA	348.84	02/16/24
3212400152	16	MISC TITLE MATERIAL	LAKESHORE LEARNING MATLS	CA	584.19	02/16/24
3212400151	16	RESONATOR BELS	WEST MUSIC	IA	296.04	02/16/24
3212400150	16	TITLE MATERIAL FOR WASHINGTON	VENTRIS LEARNING	WI	90	02/16/24
3212400149	16	ELEMENTARY ART SUPPLIES	SCHOOL SPECIALTY	WI	230.2	02/16/24
3212400148	16	BOOKS FOR TIER 1	SOLUTION TREE	IN	391.55	02/16/24
3212400147	09	GIVE AWAY BOOKS FOR NORTH	SCHOLASTIC FACE	MO	694.41	02/09/24
3212400146	09	ADDITIONAL MATERIALS FOR NEW ELA ADOPTION	CURRICULUM ASSOCIATES INC	GA	8227.32	02/09/24
3212400145	07	MURRAYVILLE TITLE SUPPLIES	SCHOOL SPECIALTY	WI	135.54	02/07/24
3212400144	05	BOOKS FOR NORTH	HALF PINT KIDS	PA	316.8	02/05/24
3212400143	05	ELEMENTARY ART SUPPLIES	SCHOOL SPECIALTY	WI	148.27	02/05/24
3202400005	26	EISENHOWER-SMITH SYSTEM	RESOURCE ONE	IL	4395.9	04/30/24
3202400004	18	CHAMBER CHECKS FOR APPRECIATION DINNER	CHAMBER OF COMMERCE	IL	1100	04/18/24
3202400003	05	WASHINGTON ELEMENTARY SCHOOL-NEW PLAYGROUND EQUIPMENT	PLAY & PARK STRUCTURES OF...	IL	42690.86	02/05/24
2302400003	09	Wrestling Mat.	RESILITE SPORTS PRODUCTS	PA	12423	04/09/24
2302400002	02	NCAA VIvido Match Ball	BSN SPORTS	IL	1398.21	04/02/24
2302400001	31	Gamestrat Pro Press Box Renewel	GAMESTRAT	ON	975	01/31/24
2002400032	30	Walmart Reimbursement	KOSS MORGAN	IL	47.35	04/30/24
2002400031	29	O' Reilly orders	O'REILLY AUTOMOTIVE	MO	2422.01	04/29/24
2002400030	29	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	13.3	04/29/24
2002400029	25	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	631.67	04/25/24
2002400028	25	Walmart Order Reimbursement	GIBSON, WILLIAM (JHS)	IL	17.28	04/25/24
2002400027	24	The Music Shoppe order	BMO CORPORATE MASTERCARD ...	IL	51	04/24/24
2002400026	24	Walmart order	BMO CORPORATE MASTERCARD ...	IL	94.88	04/24/24

2002400025	22	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	27.5	04/22/24
2002400024	22	Game One Order	BMO CORPORATE MASTERCARD ...	IL	1528	04/22/24
2002400023	22	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	2080.16	04/22/24
2002400022	19	Amazon Order - Drafting supplies	BMO CORPORATE MASTERCARD ...	IL	1021.15	04/19/24
2002400021	19	Home Depot Order	BMO CORPORATE MASTERCARD ...	IL	456.85	04/19/24
2002400020	19	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	269.94	04/19/24
2002400019	19	Ward's Science Order	BMO CORPORATE MASTERCARD ...	IL	82.08	04/19/24
2002400018	19	Biologyproducts.com Order	BMO CORPORATE MASTERCARD ...	IL	643.94	04/19/24
2002400017	19	Flinn Scientific Order	BMO CORPORATE MASTERCARD ...	IL	228	04/19/24
2002400016	19	Flinn Scientific Order	BMO CORPORATE MASTERCARD ...	IL	3053.94	04/19/24
2002400015	19	JW Pepper Music	BMO CORPORATE MASTERCARD ...	IL	1032.93	04/19/24
2002400014	18	ADA Sports and Rackets - Badminton Rackets	BMO CORPORATE MASTERCARD ...	IL	442.75	04/18/24
2002400013	18	Amazon order	BMO CORPORATE MASTERCARD ...	IL	214.54	04/18/24
2002400012	18	Amazon Order	BMO CORPORATE MASTERCARD ...	IL	908.98	04/18/24
2002400011	18	Walmart Food - Ordered online and she picks it up.	BMO CORPORATE MASTERCARD ...	IL	43.48	04/18/24
2002400009	12	McMaster-Carr - Welding equipment	MCMASTER-CARR SUPPLY	IL	1603.35	04/15/24
2002400008	12	Amazon - classroom supplies	BMO CORPORATE MASTERCARD ...	IL	181.04	04/12/24
2002400007	11	Band music from JW Pepper	BMO CORPORATE MASTERCARD ...	IL	66	04/12/24
2002400006	11	Amazon Supplies for Guidance Office	BMO CORPORATE MASTERCARD ...	IL	95.97	04/11/24
2002400005	12	AG AMAZON ORDER SUPPLIES	AMAZON.COM	GA	42.94	03/13/24
2002400004	28	Clay for Art (Pottery)	KRUEGER POTTERY SUPPLIES	MO	831.6	02/28/24
2002400003	14	Amazon Order for PE	AMAZON.COM	GA	79.77	02/14/24
2002400002	12	Metals Supplies	SELVAGGIO STEEL	IL	2926.78	02/12/24
1172400056	26	Thumb Drives for SRO	AMAZON.COM	GA	24.87	04/29/24
1172400055	17	items for school nurse	SCHOOL NURSE SUPPLY INC	IL	887.6	04/17/24

1172400054	17	Pens, Paper, Markers, Folders for Counselors	AMAZON.COM	GA	113.46	04/17/24
1172400053	16	2 Wireless Microphones	SWEETWATER	IN	599.98	04/16/24
1172400052	16	Items for Theater class	AMAZON.COM	GA	1003.22	04/16/24
1172400051	15	rulers, markers, pencil sharpeners	AMAZON.COM	GA	144.34	04/16/24
1172400050	15	Marble Down- Lab Kit	FLINN SCIENTIFIC	IL	174.57	04/15/24
1172400049	15	portable power station for athletics	AMAZON.COM	GA	236	04/15/24
1172400048	15	stopwatches and duffel bag for track	AMAZON.COM	GA	56.99	04/15/24
1172400047	15	folders, colored pencils, pencils	AMAZON.COM	GA	159.88	04/15/24
1172400046	15	Kiln for Art	KRUEGER POTTERY SUPPLIES	MO	4063.1	04/18/24
1172400045	12	pens, headphones, lead, pencils, markers	AMAZON.COM	GA	260.04	04/12/24
1172400044	12	storage bins and headphones	AMAZON.COM	GA	158.85	04/12/24
1172400043	12	weighted hitting ball, batting tee, training cones, practice balls	AMAZON.COM	GA	156.54	04/12/24
1172400042	12	Supplies for students to make their own Willy Wonka Characters for SPED	AMAZON.COM	GA	33.92	04/12/24
1172400041	10	Basketballs and scorebooks	AMAZON.COM	GA	189.93	04/12/24
1172400040	10	crayons and headphones	AMAZON.COM	GA	110.23	04/12/24
1172400039	10	markers, dry erase cleaner, sticky notes, erasers, colored pencils	AMAZON.COM	GA	101.02	04/12/24
1172400038	09	Items for PE (listed in attachment)	AMAZON.COM	GA	711.6	04/10/24
1172400037	09	folders, paper, and pens for ASL	AMAZON.COM	GA	62.87	04/10/24
1172400036	09	Highlighters, Pencil Sharpener, Globe, Colored Pencils for Science	AMAZON.COM	GA	138.64	04/10/24
1172400035	09	Resistance Parachute, Stopwatch, First Aid kit	AMAZON.COM	GA	121.07	04/10/24
1172400034	08	Locks, shorts, fasteners, pens, first aid kit	AMAZON.COM	GA	198.49	04/10/24
1172400033	05	2 tape measures for track	AMAZON.COM	GA	30.54	04/09/24
1172400032	05	headphones	AMAZON.COM	GA	23.89	04/05/24
1172400031	05	track batons	AMAZON.COM	GA	42.53	04/05/24
1172400030	04	teacher lesson planner	AMAZON.COM	GA	23.7	04/05/24
1172400029	04	wipes for step 3 class	AMAZON.COM	GA	19.39	04/05/24
1172400028	04	items for the sped dept	AMAZON.COM	GA	269.61	04/05/24
1172400027	03	items for the tech classes	AMAZON.COM	GA	1437.9	04/05/24
1172400026	03	headphones	AMAZON.COM	GA	53.99	04/03/24
1172400025	02	first aid kit for track	AMAZON.COM	GA	66.31	04/02/24
1172400024	22	Health Supplies: Poster Board, sharpies, markers, glue sticks, file folders, pencils, paper, binder clips, erasers, stickers, wite out, staples	AMAZON.COM	GA	214.66	03/22/24
1172400023	21	colored pencils	AMAZON.COM	GA	55.43	03/22/24
1172400022	21	laminate and envelopes	AMAZON.COM	GA	208.62	03/22/24
1172400021	19	batteries	AMAZON.COM	GA	17.95	03/19/24
1172400020	18	Ribbon for our ID printer	AMAZON.COM	GA	53.36	03/18/24
1172400019	18	Glue Sticks for Science	AMAZON.COM	GA	17.86	03/18/24
1172400018	13	2 shot puts	AMAZON.COM	GA	274.24	03/13/24

1172400017 13	notebooks for LA	AMAZON.COM	GA	303.92	03/13/24
1172400016 13	test tube brushes	FLINN SCIENTIFIC	IL	21.48	03/13/24
1172400015 13	Hurdles for Track	FIRST TO THE FINISH	IL	737.36	03/13/24
1172400014 12	Colored Paper for the Workroom	AMAZON.COM	GA	412.38	03/13/24
1172400013 12	Tent for Track	BUYSHADE.COM	CA	3619	03/12/24
1172400012 12	track timer and stopwatch	AMAZON.COM	GA	1063.93	03/12/24
1172400011 12	Ink for student services	AMAZON.COM	GA	135.79	03/12/24
1172400010 11	pencil sharpener	AMAZON.COM	GA	14.97	03/12/24
1172400009 08	Pens	AMAZON.COM	GA	32.32	03/11/24
1172400008 06	Pack of Wireless Mice and Batteries	AMAZON.COM	GA	60.97	03/08/24
1172400007 05	Erasers(6), Card stock (yellow, pink, green, white)-3 of each, staples, glue sticks (3 boxes), pencil sharpener, colored pencil sharpener, white board markers, stapler, frog tape, desktop whiteboard (3)	AMAZON.COM	GA	410.5	03/05/24
1172400006 04	Organizer for J's	AMAZON.COM	GA	18.68	03/05/24
1172400005 04	Art Supplies	AMAZON.COM	GA	584.3	03/04/24
1172400004 04	Choir music	JW PEPPER	PA	239.49	03/04/24
1082400007 15	Nurse supplies	SCHOOL NURSE SUPPLY INC	IL	294.62	02/22/24
1072400017 23	Office Supplies & Nurse Supplies from Amazon	AMAZON.COM	GA	65.96	04/23/24
1072400016 30	SUPPLIES FOR OFFICE, ART AND SPED	QUILL CORP. (ORDERS)	PA	63.34	01/31/24
1062400015 24	Clipboards	WALMART COMMUNITY/SYNCB	GA	60.76	04/24/24
1062400014 19	Storage Containers	WAL-MART(USE VENDOR#1602)	IL	41.82	04/19/24
1062400013 17	Bulletin Board Paper	QUILL CORP. (ORDERS)	PA	318.97	04/17/24
1062400012 17	Microwave for kitchen	HOME DEPOT	IL	208	04/17/24
1062400011 10	9 oz Plastic Cups for Medication	AMAZON.COM	GA	82.99	04/10/24
1062400010 10	Discipline Notices	SCHOOL SPECIALTY	WI	68.95	04/10/24
1062400009 09	Supplies	QUILL CORP. (ORDERS)	PA	2206.94	04/10/24
1062400008 08	Supplies	QUILL CORP. (ORDERS)	PA	123.3	02/08/24
1062400007 31	Supplies	MACGILL SCHOOL NURSE SUPP...	IL	709	02/02/24
1052400005 20	Nurse Supply	SCHOOL NURSE SUPPLY INC	IL	121.64	03/20/24
1052400004 20	Amazon Order see in PDF	AMAZON.COM	GA	425.95	03/20/24
1052400003 13	Planners- Quote PDF	MERIDIAN STUDENT PLANNERS	MO	227.5	03/15/24
1052400002 13	Amazon Order- Supplies	AMAZON.COM	GA	49.99	03/15/24
1052400001 13	Amazon Order for Office	AMAZON.COM	GA	234.26	03/15/24
1042400007 18	supplies	QUILL & SCROLL	IA	1007.72	04/19/24
1042400006 18	paper order	STAPLES	TX	1687.7	04/19/24
1042400005 18	supplies	QUILL & SCROLL	IA	890.91	04/19/24
1042400004 09	Supplies	QUILL CORP. (ORDERS)	PA	1812.57	04/09/24
1012400007 15	Eisenhower supplies	QUILL CORP. (ORDERS)	PA	270.05	04/15/24
1012400006 04	Supplies for Nurse	SCHOOL NURSE SUPPLY INC	IL	288.23	04/04/24
1012400005 12	Repair of two necklaces that were broken during a student in crisis.	KARSGAARD ALYSON	IL	68.99	03/12/24

902400002	24	Amazon Order: Sensory stickers and rings	BMO CORPORATE MASTERCARD ...	IL	16.97	04/25/24

Enrollment Report

May 2024

Date	K		1st		2nd		3rd		4th		5th		Spec Ed	Total
EISENHOWER														
8/31/2023	24	23	25	25	25	25	24	26	26	27	24	23	11	308
5/24/2024	25	25	23	25	25	25	23	26	28	29	24	23	13	314
LINCOLN														
8/31/2023	21	20	19	19	23	22	23	24	17	20	19	19	8	254
5/24/2024	22	17	17	16	20	20	22	24	18	18	21	18	11	244
MURRAYVILLE														
8/31/2023	16		16		23		11		19		20		12	117
5/24/2024	17		16		24		11		18		20		14	120
NORTH														
8/31/2023	20		23		19		27		17		27		25	158
5/24/2024	22		22		18		28		17		28		29	164
SOUTH														
8/31/2023	26	27	24	25	22	21	26	26	23	24	21	22		287
5/24/2024	26	25	28	28	24	23	26	23	25	24	22	22		296
WASHINGTON														
8/31/2023	25	24	21	22	28	27	20	19	21	22	18	19	6	272
5/24/2024	29	27	22	23	25	26	20	19	22	22	17	18	7	277
TOTALS														
8/31/2023	226		219		235		226		216		212		62	1396
5/24/2024	235		220		230		222		221		213		74	1415

Early Years

	Aug-23	May-24
AM	69	75
PM	44	59
AM/PM	86	97
Total	199	231

Middle School

	Aug-23	May-24
6th	219	219
7th	228	226
8th	196	197
Total	643	642

High School

	Aug-23	May-24
9th	263	264
10th	197	197
11th	206	192
12th	183	164
TAP	13	12
Total	862	829

Crossroads Learning Center

	Aug-23	May-24
5th	0	0
6th	0	0
7th	4	4
8th	2	3
CLC Total	8	9

	Aug-23	May-24
9th	1	1
10th	1	1
11th	0	0
12th	0	0

GRAND TOTAL

2023-2024	
8/31/2023	3108
5/24/2024	3126
5/22/2023	3132

Special Education Programs
Outside of District 117

Residential Programs

	8/31/2023	5/24/2024
Private Facilities	4	3

Specialized Day Programs

	8/31/2023	5/24/2024
Chaddock	1	1
Homebound	1	1
Hope	6	5
Menta Academy	2	1
ISD / ISVI	33	36
Total	43	44

Four Rivers Cooperative Programs

	8/31/2023	5/24/2024
Early Childhood Education	10	19
K - 6th	6	7
7th - 8th	3	3
9th - 12th	15	13
Total	34	42

Out of District Waiver

School From	School To	Families	Grade Level
Athens	JMS	1	6
Franklin	North	1	4
Franklin	Washington	1	K
Roodhouse	South	1	1
Waverly	South	1	1
	Total Familes	5	

In-District Elementary Transfers

School From	School To	Families	Grade Level
Eisenhower	Murrayville	2	4,4,5
Eisenhower	North	1	4,4
Eisenhower	South	2	K,3,3
Eisenhower	Washington	5	K,K,2,3,3,3,3,4,4
Lincoln	North	1	2
Lincoln	Washington	5	1,1,3,3,3,4
North	Eisenhower	1	K
North	Lincoln	1	3
North	Washington	4	K,2,2,3,4,5,5
South	Eisenhower	1	5
South	Lincoln	1	3,5
South	Murrayville	1	4
South	Washington	3	3,4,5
Washington	Lincoln	1	5
Washington	North	1	1,3,4
	Total Families	30	
	Total Students		44

Totals	8/31/2023		5/24/2024
	3152		3215

JSD 117 — RICH HISTORY, BRIGHT FUTURE

Enrollment Report

May 2023

Date	K		1st		2nd		3rd		4th		5th		Spec Ed	Total
EISENHOWER														
8/31/2022	25	26	24	25	24	26	26	26	26	25	21	22	12	308
5/27/2023	25	26	24	23	24	26	27	26	25	25	22	22	12	307
LINCOLN														
8/31/2022	21	20	26	26	27	26	23	22	22	17	18	17		265
5/27/2023	22	24	27	26	27	26	21	23	20	19	17	17		269
MURRAYVILLE														
8/31/2022	19		23		11		22		23		9		18	125
5/27/2023	18		22		11		21		20		10		25	127
NORTH														
8/31/2022	21		15		29		13		27		26		26	157
5/27/2023	20		15		26		13		26		26		28	154
SOUTH														
8/31/2022	25	26	26	26	28	30	28	27	23	22	26	26		313
5/27/2023	26	25	26	25	26	29	27	27	21	23	28	27		310
WASHINGTON														
8/31/2022	19	20	24	23	18	18	19	20	14	14	15	16	7	227
5/27/2023	18	18	25	25	18	17	19	20	14	14	15	15	8	226
TOTALS														
8/31/2022	222		238		237		226		213		196		63	1395
5/27/2023	222		238		230		224		207		199		73	1393

Early Years

	Aug-22	May-23
AM	63	80
PM	39	60
AM/PM	79	100
Total	181	240

Middle School

	Aug-22	May-23
6th	235	233
7th	216	205
8th	253	248
Total	704	686

High School

	Aug-22	May-23
9th	236	229
10th	214	211
11th	181	172
12th	204	196
Total	835	808

Crossroads Learning Center

	Aug-22	May-23
5th	0	0
6th	0	0
7th	2	0
8th	2	1
CLC Total	4	1

	Aug-22	May-23
9th	3	4
10th	0	0
11th	0	0
12th	0	0
	3	4

GRAND TOTAL	
2022-2023	
8/31/2022	3122
5/22/2023	3132
5/27/2022	3080

Special Education Programs
Outside of District 117

Residential Programs

	4/30/2023	5/22/2023
Private Facilities	4	5

Specialized Day Programs

	4/30/2023	5/22/2023
Chaddock	1	1
Homebound	1	1
Hope	8	8
Menta Academy	1	1
ISD / ISVI	34	34
Total	45	45

Four Rivers Cooperative Programs

	4/30/2023	5/22/2023
Early Childhood Education	9	9
K - 6th	6	6
7th - 8th	5	4
9th - 12th	17	16
Total	37	35

Out of District Waiver

School From	School To	Families	Grade Level
White Hall	Murrayville	1	2
Roodhouse	South	1	K
Athens	North	1	5
	Total Familes	3	

In-District Elementary Transfers

School From	School To	Families	Grade Level
Eisenhower	Lincoln	1	K,2
Eisenhower	Murrayville	2	3,3,4
Eisenhower	North	1	3,3
Eisenhower	South	3	1,2,2,5
Eisenhower	Washington	3	1,2,2,3,5
Lincoln	Murrayville	1	5
Lincoln	North	1	2
Lincoln	Washington	4	1,2,2,2,3,3,5
North	Lincoln	1	4
North	South	1	1,5
North	Washington	1	3,5
South	Lincoln	1	1,2
South	Murrayville	1	3
South	North	1	5
South	Washington	1	3
Washington	Eisenhower	2	K,5
Washington	Lincoln	6	1,1,1,2,3,4,5
	Total Families	31	
	Total Students		44

Totals	4/30/2023		5/22/2023
	3224		3165

Jacksonville School District #117 Discipline Report
2023-2024 Fourth Quarter

	2023-2024						2022-2023						2021-2022					
Race	**Elem**	**Jr High**	**HS**	**CLC**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**
White - W	34	28	39	1	102	54.55%	29	53	36		118	62.77%	35	40	23	1	99	56.90%
Black - B	5	15	22	1	43	22.99%	6	15	14		35	18.62%	18	21	4	1	44	25.29%
Multi-Racial - M	14	17	7		38	20.32%	9	11	10	3	33	17.55%	10	17	3		30	17.24%
American Indian - AI		2			2	1.07%						0.00%						0.00%
Hispanic - H	1		1		2	1.07%			2		2	1.06%		1			1	0.57%
Asian/Pacifc -AP						0.00%						0.00%						0.00%
Hawaiin/Pacfic - HPI						0.00%						0.00%						0.00%
Asian - A						0.00%						0.00%						0.00%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**2**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
Gender	**Elem**	**Jr High**	**HS**	**CLC**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**
Male	41	31	48		120	64.17%	35	49	40	3	127	67.55%	51	36	19	2	108	62.07%
Female	13	31	21	2	67	35.83%	9	30	22	0	61	32.45%	12	43	11		66	37.93%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**2**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
Grade	**Elem**	**Jr High**	**HS**	**CLC**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**
K	9				9	4.81%	2				2	1.06%	12				12	6.90%
1	6				6	3.21%	8				8	4.26%	5				5	2.87%
2	12				12	6.42%	7				7	3.72%	7				7	4.02%
3	5				5	2.67%	6				6	3.19%	9				9	5.17%
4	8				8	4.28%	7				7	3.72%	17				17	9.77%
5	14				14	7.49%	14				14	7.45%	13				13	7.47%
6		17			17	9.09%		24			24	12.77%		21			21	12.07%
7		37			37	19.79%		32		3	35	18.62%		29		1	30	17.24%
8		8		1	9	4.81%		23			23	12.23%		29			29	16.67%
9			42	1	43	22.99%			30		30	15.96%			13	1	14	8.05%
10			12		12	6.42%			14		14	7.45%			6		6	3.45%
11			3		3	1.60%			10		10	5.32%			1		1	0.57%
12			12		12	6.42%			8		8	4.26%			10		10	5.75%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**2**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
IEP	**Elem**	**Jr High**	**HS**	**CLC**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**
Yes	16	14	28	1	59	31.55%	16	22	23	0	61	32.45%	29	22	14	0	65	37.36%
No	38	48	41	1	128	68.45%	28	57	39	3	127	67.55%	34	57	16	2	109	62.64%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**2**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
504	**Elem**	**Jr High**	**HS**	**CLC**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**	**Elem**	**Jr High**	**HS**	**CR**	**Incidents**	**%**
Yes	1	5	4	0	10	5.35%	0	2	1	0	3	1.60%		2	2	0	4	2.30%
No	53	57	65	2	177	94.65%	44	77	61	3	185	98.40%	63	77	28	2	170	97.70%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**3**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**

Jacksonville School District #117 Discipline Report
2023-2024 Fourth Quarter

	2023-2024						2022-2023						2021-2022					
Offenses	***Elem***	***Jr High***	***HS***	***CLC***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***
Alcohol - 08			1		1	0.53%						0.00%						0.00%
Tobacco - 19		2	6		8	4.28%		11	5		16	8.51%		7	2		9	5.17%
Other - 18	26	41	43	1	111	59.36%	35	52	38	3	128	68.09%	42	50	21	1	114	65.52%
Drug Offenses - 11		1	3		4	2.14%		4	7		11	5.85%			1		1	0.57%
Dang. Weapon/Handgun - 12						0.00%						0.00%					0	0.00%
Dang. Weapon/Shotgun - 13						0.00%						0.00%						0.00%
Dang.Weapon/Rifle - 14						0.00%						0.00%						0.00%
Dang. Weapon/Firearm Multiple - 15						0.00%						0.00%						0.00%
Dang. Weapon/Firearm Other - 16						0.00%						0.00%						0.00%
Dang. Weapon/Other - 17			2		2	1.07%						0.00%		1	1	1	3	1.72%
Violence w/Physical Injury - 09	2	5		1	8	4.28%	2	1	2		5	2.66%	2	1	2		5	2.87%
Violence w/o Physical Injury - 10	26	13	14		53	28.34%	7	11	10		28	14.89%	19	20	3		42	24.14%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**3**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
SES	***Elem***	***Jr High***	***HS***	***CLC***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***
Free/Reduced/Auto-Approved	48	50	55	2	155	82.89%	44	79	59	3	185	98.40%	63	72	19	2	156	89.66%
Full Pay	6	12	14		32	17.11%	0	0	3	0	3	1.60%		7	11		18	10.34%
Total	**54**	**62**	**69**	**2**	**187**	**100.00%**	**44**	**79**	**62**	**3**	**188**	**100.00%**	**63**	**79**	**30**	**2**	**174**	**100.00%**
Expulsions	***Elem***	***Jr High***	***HS***	***CLC***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***	***Elem***	***Jr High***	***HS***	***CR***	***Incidents***	***%***
Total	**0**	**0**	**0**	**0**	**0**		**0**			**1**	**1**			**3**			**3**	
%	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**		**0**	**0**	**0**	**0**	**100.00%**		**0.00%**	**100.00%**	**0.00%**	**0.00%**	**100.00%**	

Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	54

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	34	24	60.00%	54.55%
Black - B	5	4	10.00%	22.99%
Multi-Racial - M	14	11	27.50%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H	1	1	2.50%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**54**	**40**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	41	30	75.00%	64.17%
Female	13	10	25.00%	35.83%
Total	**54**	**40**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K	9	6	15.00%	4.81%
1	6	3	7.50%	3.21%
2	12	9	22.50%	6.42%
3	5	5	12.50%	2.67%
4	8	7	17.50%	4.28%
5	14	10	25.00%	7.49%
Total	**54**	**40**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	16	9	22.50%	31.55%
No	38	31	77.50%	68.45%
Total	**54**	**40**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18	26	48.15%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09	2	3.70%	4.28%
Violence W/O Physical Injury - 10	26	48.15%	28.34%
Total	**54**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	48	34	85.00%	82.89%
Full Pay	6	6	15.00%	17.11%
Total	**54**	**40**	**100.00%**	**100.00%**

Eisenhower 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	8

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	8	5	100.00%	54.55%
Black - B			0.00%	22.99%
Multi-Racial - M			0.00%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**8**	**5**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	7	4	80.00%	64.17%
Female	1	1	20.00%	35.83%
Total	**8**	**5**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K	1	1	20.00%	4.81%
1	4	1	20.00%	3.21%
2	2	2	40.00%	6.42%
3			0.00%	2.67%
4			0.00%	4.28%
5	1	1	20.00%	7.49%
Total	**8**	**5**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	4	1	20.00%	31.55%
No	4	4	80.00%	68.45%
Total	**8**	**5**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18	7	87.50%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09		0.00%	4.28%
Violence W/O Physical Injury - 10	1	12.50%	28.34%
Total	**8**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	4	3	60.00%	82.89%
Full Pay	4	2	40.00%	17.11%
Total	**8**	**5**	**100.00%**	**100.00%**

Lincoln Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	12

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	5	3	33.33%	54.55%
Black - B	1	1	11.11%	22.99%
Multi-Racial - M	6	5	55.56%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**12**	**9**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	10	7	77.78%	64.17%
Female	2	2	22.22%	35.83%
Total	**12**	**9**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K	4	2	22.22%	4.81%
1	1	1	11.11%	3.21%
2			0.00%	6.42%
3	1	1	11.11%	2.67%
4	1	1	11.11%	4.28%
5	5	4	44.44%	7.49%
Total	**12**	**9**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	7	5	55.56%	31.55%
No	5	4	44.44%	68.45%
Total	**12**	**9**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18	5	41.67%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09	1	8.33%	4.28%
Violence W/O Physical Injury - 10	6	50.00%	28.34%
Total	**12**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	10	7	77.78%	82.89%
Full Pay	2	2	22.22%	17.11%
Total	**12**	**9**	**100.00%**	**100.00%**

Murrayville-Woodson Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	1

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	1	1	100.00%	54.55%
Black - B			0.00%	22.99%
Multi-Racial - M			0.00%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**1**	**1**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	1	1	100.00%	64.17%
Female			0.00%	35.83%
Total	**1**	**1**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K			0.00%	4.81%
1			0.00%	3.21%
2	1	1	100.00%	6.42%
3			0.00%	2.67%
4			0.00%	4.28%
5			0.00%	7.49%
Total	**1**	**1**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes			0.00%	31.55%
No	1	1	100.00%	68.45%
Total	**1**	**1**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18		0.00%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09		0.00%	4.28%
Violence W/O Physical Injury - 10	1	100.00%	28.34%
Total	**1**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	1	1	100.00%	82.89%
Full Pay			0.00%	17.11%
Total	**1**	**1**	**100.00%**	**100.00%**

North Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	1

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	1	1	100.00%	54.55%
Black - B			0.00%	22.99%
Multi-Racial - M			0.00%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**1**	**1**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male			0.00%	64.17%
Female	1	1	100.00%	35.83%
Total	**1**	**1**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K			0.00%	4.81%
1			0.00%	3.21%
2			0.00%	6.42%
3			0.00%	2.67%
4			0.00%	4.28%
5	1	1	100.00%	7.49%
Total	**1**	**1**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes			0.00%	31.55%
No	1	1	100.00%	68.45%
Total	**1**	**1**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18		0.00%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09		0.00%	4.28%
Violence W/O Physical Injury - 10	1	100.00%	28.34%
Total	**1**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	1	1	100.00%	82.89%
Full Pay			0.00%	17.11%
Total	**1**	**1**	**100.00%**	**100.00%**

South Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	3

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	2	1	50.00%	54.55%
Black - B			0.00%	22.99%
Multi-Racial - M			0.00%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H	1	1	50.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**3**	**2**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	3	2	100.00%	64.17%
Female			0.00%	35.83%
Total	**3**	**2**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K			0.00%	4.81%
1	1	1	50.00%	3.21%
2			0.00%	6.42%
3			0.00%	2.67%
4			0.00%	4.28%
5	2	1	50.00%	7.49%
Total	**3**	**2**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes			0.00%	31.55%
No	3	2	100.00%	68.45%
Total	**3**	**2**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18		0.00%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09		0.00%	4.28%
Violence W/O Physical Injury - 10	3	100.00%	28.34%
Total	**3**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	3	2	100.00%	82.89%
Full Pay			0.00%	17.11%
Total	**3**	**2**	**100.00%**	**100.00%**

Washington Elementary 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	28

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	16	12	57.14%	54.55%
Black - B	4	3	14.29%	22.99%
Multi-Racial - M	8	6	28.57%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**28**	**21**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	19	15	71.43%	64.17%
Female	9	6	28.57%	35.83%
Total	**28**	**21**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
K	4	3	14.29%	4.81%
1			0.00%	3.21%
2	9	6	28.57%	6.42%
3	4	4	19.05%	2.67%
4	6	5	23.81%	4.28%
5	5	3	14.29%	7.49%
Total	**28**	**21**	**100.00%**	**28.88%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	5	3	14.29%	31.55%
No	23	18	85.71%	68.45%
Total	**28**	**21**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19		0.00%	4.28%
Other - 18	14	50.00%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09	1	3.57%	4.28%
Violence W/O Physical Injury - 10	13	46.43%	28.34%
Total	**28**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	26	19	90.48%	82.89%
Full Pay	2	2	9.52%	17.11%
Total	**28**	**21**	**100.00%**	**100.00%**

Jacksonville Middle School 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	62

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	28	23	50.00%	54.55%
Black - B	15	10	21.74%	22.99%
Multi-Racial - M	17	11	23.91%	20.32%
American Indian - AI	2	2	4.35%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**62**	**46**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	31	20	43.48%	64.17%
Female	31	26	56.52%	35.83%
Total	**62**	**46**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
6	17	12	26.09%	9.09%
7	37	27	58.70%	19.79%
8	8	7	15.22%	4.81%
Total	**62**	**46**	**100.00%**	**33.69%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	14	10	21.74%	31.55%
No	48	36	78.26%	68.45%
Total	**62**	**46**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Tobacco - 19	2	3.23%	4.28%
Other - 18	41	66.13%	59.36%
Drug Offenses - 11	1	1.61%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09	5	8.06%	4.28%
Violence W/O Physical Injury - 10	13	20.97%	28.34%
Total	**62**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	50	37	80.43%	82.89%
Full Pay	12	9	19.57%	17.11%
Total	**62**	**46**	**100.00%**	**100.00%**

Jacksonville High School 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	69

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	39	32	58.18%	54.55%
Black - B	22	16	29.09%	22.99%
Multi-Racial - M	7	6	10.91%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H	1	1	1.82%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**69**	**55**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male	48	36	65.45%	64.17%
Female	21	19	34.55%	35.83%
Total	**69**	**55**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
9	42	31	56.36%	22.99%
10	12	11	20.00%	6.42%
11	3	3	5.45%	1.60%
12	12	10	18.18%	6.42%
Total	**69**	**55**	**100.00%**	**37.43%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	28	19	50.00%	31.55%
No	41	36	50.00%	68.45%
Total	**69**	**55**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08	1	0.00%	0.53%
Tobacco - 19	6	8.70%	4.28%
Other - 18	43	62.32%	59.36%
Drug Offenses - 11	3	4.35%	2.14%
Dangerous Weapons - Other - 17	2	2.90%	1.07%
Violence W/Physical Injury - 09		0.00%	4.28%
Violence W/O Physical Injury - 10	14	20.29%	28.34%
Total	**69**	**98.55%**	**100.0%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	55	44	80.00%	82.89%
Full Pay	14	11	20.00%	17.11%
Total	**69**	**55**	**100.00%**	**100.00%**

Crossroads Learning Center 4th Quarter Discipline Report
2023-2024

Total Suspensions in District	187
Total Students Suspended in Building	2

Race	Suspensions	Students Suspended	Building Percentage	District Percentage
White - W	1	1	50.00%	54.55%
Black - B	1	1	50.00%	22.99%
Multi-Racial - M			0.00%	20.32%
American Indian - AI			0.00%	1.07%
Hispanic - H			0.00%	1.07%
Asian/Pacifc -AP			0.00%	0.00%
Hawaiin/Pacfic - HPI			0.00%	0.00%
Asian - A			0.00%	0.00%
Total	**2**	**2**	**100.00%**	**100.00%**

Gender	Suspensions	Students Suspended	Building Percentage	District Percentage
Male			0.00%	64.17%
Female	2	2	100.00%	35.83%
Total	**2**	**2**	**100.00%**	**100.00%**

Grade	Suspensions	Students Suspended	Building Percentage	District Percentage
7			0.00%	19.79%
8	1	1	50.00%	4.81%
9	1	1	50.00%	22.99%
Total	**2**	**2**	**100.00%**	**47.59%**

IEP	Suspensions	Students Suspended	Building Percentage	District Percentage
Yes	1		0.00%	31.55%
No	1	1	100.00%	68.45%
Total	**2**	**1**	**100.00%**	**100.00%**

Offenses	Suspensions	Building Percentage	District Percentage
Alcohol - 08		0.00%	0.53%
Police called-PI		0.00%	0.00%
Tobacco - 19		0.00%	4.28%
Other - 18	1	50.00%	59.36%
Drug Offenses - 11		0.00%	2.14%
Dangerous Weapons - Other - 17		0.00%	1.07%
Violence W/Physical Injury - 09	1	50.00%	4.28%
Violence W/O Physical Injury - 10		0.00%	28.34%
Total	**2**	**100.00%**	**100.00%**

SES	Suspensions	Students Suspended	Building Percentage	District Percentage
Free/Reduced/Auto-Approved	2	2	100.00%	82.89%
Full Pay			0.00%	17.11%
Total	**2**	**2**	**100.00%**	**100.00%**

IX. BOARD AND COMMITTEE REPORTS
- A. Policy Committee
- B. Four-Rivers Report
- C. IASB Reports

X. CONSENT AGENDA 77

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration to approve Consent Agenda Items

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the Consent Agenda Items as presented:

- Consideration of Treasurer's Report
- Consideration of Previous Minutes
    - Committee of the Whole and Closed Session for May 15, 2024
    - Regular Meeting for May 15, 2024
- Consideration to approve J'ette NDA Summer Dance Camp trip to St. Louis, MO in July
- Consideration to accept bid from Kohl Wholesale Ind. for fruits and vegetables
- Consideration to approve the renewal of the Bread contract with Alpha for the 2024-2025 school year
- Consideration to approve the renewal of the milk contract with Prairie Farms for the 2024-2025
- Consideration to approve the renewal of disposable products (plastics & aluminum) with Brady IFS for 2024-2025.
- Consideration to approve purchase of a 2025 Chevy Malibu for Driver's Ed. Through the St. of IL Master Contract from Miles Chevrolet
- Consideration to approve pay application #11 for Eval Construction for Eisenhower Construction
- Consideration to approve payment application #16 to Johnco for Washington Construction
- Consideration to move fund 40 transportation Bus Lease and Copier Lease to Fund 10 Function 8410 GASB 87 Lease
- Consideration to approve the renewal of the Driver's Ed vehicle lease
- Consideration to approve the disposal, recycling, or resale of old cheerleading practice/competition mats
- Consideration to approve payment application #1 to Neff Colvin for JHS Door Replacement and Security Glazing
- Consideration to approve School Improvement Plans for Lincoln and JMS for the 2024-2025 School year
- Consideration to approve School Title Plans for Elementary and JMS for the 2024-2025 school year
- Consideration to approve all JSD 117 Elementary School Handbooks
- Consideration to approve the JHS Student handbook for the 2024-2025 school year
- Consideration to approve the CLC student handbook for the 2024-2025 school year
- Consideration to approve the JMS student handbook for the 2024-2025 school year
- Consideration of the Board of Education to approve the changes to the following policies:
    - *New Policy* 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (New)
    - 2:40 Board Member Qualifications
    - 2:260 Uniform Grievance Procedure
    - 4:190 Targeted School Violence
    - 5:10 Equal Employment Opportunity and Minority Recruitment
    - 5:20 Workplace Harassment Prohibited
    - 5:100 Staff Development Program
    - 7:10 Equal Educational Opportunities
    - 7:10-E Equal Educational Opportunities (Exhibit)
    - 7:20 Harassment of Students Prohibited
    - 7:180 Prevention of and response to Bullying, Intimidation, and Harassment.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information: See Attached

A. Consideration of Treasurer's Report
B. Consideration of Previous Minutes 80

- Committee of the Whole and Closed Session Minutes for May 15, 2024
- Regular Minutes for May 15, 2024

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of approval previous minutes

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves previous minutes as presented.

- Committee of the Whole and Closed Session for May 15, 2024
- Regular Meeting for May 15, 2024

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. STEWART	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. TRACE	_____
_____	MR. POOL	_____			

Background Information:

C. Consideration to approve J'ette NDA Summer Dance Camp trip to St. Louis, Missouri in July 82

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration to approve the JHS J'ette NDA Summer Dance Camp trip to St. Louis, Missouri in July

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the JHS J'ette NDA Summer Dance Camp trip to St. Louis leaving July 17, 2024 and returning July 20, 2024 as presented:

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information: See Attached

NDA Summer Dance Camp - J'ettes July 17-20, 2024

The location of our camp is at the St. Louis School of Pharmacy in St. Louis, Missouri. The team never leaves the actual location as everything is in one building.

- **Food**
- **Dorms**
- **Gyms**

- **On Wednesday, July 17 we will leave Jacksonville around 8:00am**
  - **On this day we learn a routine that we utilize all year long for pep rallies and half-time performances.**
  - **As a new team we perform our home routine for evaluation/competition with the other teams present at camp. This helps bring the team together in preparation for a successful season. (open to parents)**
- **Thursday, July 18 the girls dance from 8am-9pm.**
  - **Each girl will learn 2 more routines and work on the team routine from Wednesday.**
  - **Girls learn to work together to clean routines. It also helps with squad building which is essential for a successful team.**
- **Friday, July 19 the girls dance from 8am-9pm**
  - **Today the girls will work with instructors to clean all 3 routines. They have skill competitions and there are All-American Auditions for those that qualify (open to parents)**
  - **The camp also has a fun night where they do games and team building activities to utilize for the season.**
- **Saturday, July 20 is our last day. It is generally 8am-12pm/1pm depending on number of schools present**
  - **Girls are evaluated on all 3 routines (open to parents)**
  - **Team awards are given out at this time**

- **All-American winners are announced**

D. Consideration to accept bid from Kohl Wholesale Inc for fruits and vegetables. 86

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to accept bid from Kohl Wholesale Inc for fruits and vegetables.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

I recommend that the Board of Education accept the bid from Kohl Wholesale Inc. for fruits and vegetables as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information: See attached for a break down. Prices for fresh items vary from week to week so the total is not usually listed.

FFVP BID SUMMARY & EXTENSION 2024-25 for All Items

#	ITEM	U/M	Use/Yr	Kohl	Kohl Ext	*Pack if different*	MJK	MJK Ext	*Pack if different*
1	Apple, Fuji - 113/125 ct	case	16	28.29	452.64	125-138ct	39.79	636.64	88ct
2	Apple, Gala - 113/125 ct	case	8	32.90	263.20	113ct	43.38	347.04	100ct
3	Apple, Golden Delicious - 125 ct	case	14	33.90	474.60		32.83	459.62	100ct
4	Apple, Granny Smith - 138 ct	case	12	34.40	412.80	113ct	32.83	393.96	100ct
5	Apple, Honeycrisp - 72/88 ct	case	9	24.40	219.60	113ct	68.68	618.12	88ct
6	Apple, Jonathan - 113/125 ct	case	8	21.10	168.80		No Bid		
7	Apple, Red Delicious - 125 ct	case	16	30.90	494.40		30.29	484.64	
8	Bananas, 40#	case	24	25.74	617.76		23.69	568.56	
9	Blackberries - 12/.5 pint/cs	case	13	20.05	260.65	12/6z	25.35	329.55	12/1 pint
10	Blueberries - 12/.5 pint/case	case	13	24.05	312.65	12/6z	31.47	409.11	12/1 pint
11	Clementines - 10/3#	case	16	44.14	706.24		43.43	694.88	
12	Nectarines - 110 ct	case	9	No Bid			63.13	568.17	
13	Orange, Fancy - 138 ct	case	12	32.75	393.00		40.98	491.76	
14	Peach - 56-70 ct	case	16	44.85	717.60	48/50ct	63.13	1010.08	18-20#
15	Pear, Bartlett - 90-110 ct	case	9	39.00	351.00	90-100ct	51.68	465.12	90ct
16	Pear, Red - 50 ct	case	18	36.95	665.10	90-100ct	38.38	690.84	20#
17	Peppers, Mini Sweet - 12/1#/cs	case	18	35.50	639.00		37.42	673.56	2/5#
18	Plum - 80 ct	case	12	34.70	416.40	50/52ct	63.13	757.56	
19	Raspberries - 12/pints/cs	case	26	42.65	1108.90	12/6z	50.65	1316.90	12/6z
20	Strawberries - 8/1# or 4/2#	case	33	18.80	620.40	8/1#	22.22	733.26	8/1#
	CUT, FRESH								
21	Cantaloupe, Chunks - 5#/cs	5#	82	18.95	1553.90		17.52	1436.64	
22	Honey Dew, Chunks or Sliced - 5#	5#	44	18.55	816.20		20.10	884.40	
23	Pineapple, Spears or Chunks - 5#	5#	200	15.15	3030.00		16.87	3374.00	
24	Watermelon, Chunks - 5#/cs	5#	176	14.75	2596.00		12.93	2275.68	
	PACKAGED, FRESH								
25	Apple, Sliced - 2 oz pkg	ea	20	28.55	571.00	100/2z	66.41	1328.20	100/2z

TOTALS 17861.84 20948.29

FFVP BID SUMMARY & EXTENSION 2024-25 for Comparable Items

#	ITEM	U/M	Use/Yr	Kohl	Kohl Ext	*Pack if different*	MJK	MJK Ext	*Pack if different*
1	Apple, Fuji - 113/125 ct	case	16	28.29		125-138ct	39.79		88ct
2	Apple, Gala - 113/125 ct	case	8	32.90		113ct	43.38		100ct
3	Apple, Golden Delicious - 125 ct	case	14	33.90			32.83		100ct
4	Apple, Granny Smith - 138 ct	case	12	34.40		113ct	32.83		100ct
5	Apple, Honeycrisp - 72/88 ct	case	9	24.40		113ct	68.68		88ct
6	Apple, Jonathan - 113/125 ct	case	8	21.10			No Bid		
7	**Apple, Red Delicious - 125 ct**	**case**	**16**	**30.90**	**494.40**		**30.29**	**484.64**	
8	**Bananas, 40#**	**case**	**24**	**25.74**	**617.76**		**23.69**	**568.56**	
9	Blackberries - 12/.5 pint/cs	case	13	20.05		12/6z	25.35		12/1 pint
10	Blueberries - 12/.5 pint/case	case	13	24.05		12/6z	31.47		12/1 pint
11	**Clementines - 10/3#**	**case**	**16**	**44.14**	**706.24**		**43.43**	**694.88**	
12	Nectarines - 110 ct	case	9	No Bid			63.13		
13	**Orange, Fancy - 138 ct**	**case**	**12**	**32.75**	**393.00**		**40.98**	**491.76**	
14	Peach - 56-70 ct	case	16	44.85		48/50ct	63.13		18-20#
15	Pear, Bartlett - 90-110 ct	case	9	39.00		90-100ct	51.68		90ct
16	Pear, Red - 50 ct	case	18	36.95		90-100ct	38.38		20#
17	Peppers, Mini Sweet - 12/1#/cs	case	18	35.50			37.42		2/5#
18	Plum - 80 ct	case	12	34.70		50/52ct	63.13		
19	**Raspberries - 12/pints/cs**	**case**	**26**	**42.65**	**1108.90**	**12/6z**	**50.65**	**1316.90**	**12/6z**
20	**Strawberries - 8/1# or 4/2#**	**case**	**33**	**18.80**	**620.40**	**8/1#**	**22.22**	**733.26**	**8/1#**
	CUT, FRESH								
21	**Cantaloupe, Chunks - 5#/cs**	**5#**	**82**	**18.95**	**1553.90**		**17.52**	**1436.64**	
22	**Honey Dew, Chunks or Sliced - 5#**	**5#**	**44**	**18.55**	**816.20**		**20.10**	**884.40**	
23	**Pineapple, Spears or Chunks - 5#**	**5#**	**200**	**15.15**	**3030.00**		**16.87**	**3374.00**	
24	**Watermelon, Chunks - 5#/cs**	**5#**	**176**	**14.75**	**2596.00**		**12.93**	**2275.68**	
	PACKAGED, FRESH								
25	**Apple, Sliced - 2 oz pkg**	**ea**	**20**	**28.55**	**571.00**	**100/2z**	**66.41**	**1328.20**	**100/2z**

TOTALS 12507.80 13588.92

E. Consideration to approve the renewal of the Bread contract with Alpha for the 2024-2025 school year 90

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to accept the renewal for Bread Contract with Alpha for 2024-2025

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education accept the renewal for Bread Contract with Alpha for 2024-2025."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:
See Attached

BAKERY BID - RENEWAL FOR 2024 - 2025

BID ITEM	ITEM	EST. USAGE	Alpha	Alpha EXT	GFS	GFS EXT	Kohl	Kohl EXT	Alpha 15-16	Alpha 16-17	Alpha 17-18	Alpha 18-19	Alpha 19-20	Alpha 20-21	Alpha 21-22	Alpha 22-23	RENEWAL Alpha 23-24	RENEWAL Alpha 24-25
1	Hamburger, WGR	50,000	0.2175	10,875.00		0.00		0.00	1.44/12	1.32/12	1.32/12	1.32/12	1.34/12	1.34/12	1.374/12	1.79/12	2.32/12	2.61/12
2	Sandwich Bread 100% Whole Wheat	2,000	0.144583	289.17		0.00		0.00	1.54/24	1.466/24	1.51/24	1.56/24	1.59/24	1.59/24	1.64/24	2.48/28	3.10/28	3.47/24
3	Hot Dog, WGR	2,000	0.2175	435.00		0.00		0.00	1.44/12	1.32/12	1.32/12	1.32/12	1.34/12	1.34/12	1.374/12	1.79/12	2.32/12	2.61/12
	TOTALS WGR			$11,599.17		$0.00		$0.00										

100% WW = 100% Whole Wheat

WGR = Whole Grain Rich (at least 50% Whole Grains)

Alpha = Fresh Bread
Hamburger, WGR = 2 Grain
Sand Bread, 100% WW = 1 Grain
Hot Dog, WGR = 2 Grain

Kohl = Frozen Bread
Hamburger, WGR = 2 Grain
Sand Bread, WGR= 1 Grain
Hot Dog, WGR = 2 Grain

GFS = Frozen Bread
Hamburger, WGR = 2 Grain
Sand Bread, 100% WW = 1 Grain
Hot Dog, WGR = 2 Grain

Grain servings based on Nutritional Information supplied by each bidder.

Healthy, Hunger-Free Kids Act of 2010
All grains offered during week must be whole-grain rich in NSLP & SBP beginning 2014-2015

F. Consideration to approve the renewal of the milk contract with Prairie Farms for 2024-2025 93

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to accept the renewal of the Milk Contract from Prairie Farms for 2024-2025

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education accept the renewal of the Milk Contract from Prairie Farms for 2024-2025."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:
See Attached

MILK BID - RENEWAL

2024-2025

BID #	ITEM	USAGE	PF FIRM	FIRM EXT	PF FLUC	FLUC EXT	KOHL FLUC	FLUC EXT	17-18 Fluc	4/30/18 Price	18-19 Fluc	4/30/19 Price	19-20 Fluc	4/27/20 Price	20-21 Fluc	4/27/21 Price	21-22 Fluc	4/29/22 Price	22-23 Fluc	4/29/23 Price	23-24 Fluc	4/30/24 Price	24-25 Fluc
1	1% WHITE	76,000			0.279	21,204.00		0.00	0.27	0.2631	0.26	0.2665	0.265	0.2741	0.255	0.2699	0.265	0.2913	0.3	0.2721	0.276	0.2838	0.279
2	1% CHOC	333,500			0.291	97,048.50		0.00	0.28	0.2728	0.27	0.2763	0.285	0.297	0.275	0.292	0.29	0.3123	0.32	0.2922	0.296	0.2958	0.291
	TOTAL FOR MILK PRODUCTS			0.00		118,252.50		0.00															

Healthy, Hunger-Free Kids Act of 2010

Nutrition Standards in the National School Lunch and School Breakfast Program proposed rules regarding milk

Only offer Fat-free (flavored or unflavored) and Low-fat (unflavored) milk. Two types must be offered.

May 1, 2017, Sonny Purdue directed the USDA to begin the regulatory process for schools to serve 1% flavored milk through school nutrition programs.

Beginning 2018-19 schools could offer 1% flavored or unflavored milk and skim flavored or unflavored milk. Two types that meet this criteria must be offered.

G. Consideration to approve the renewal of disposable products (plastics & aluminum) with Brady IFS and Durable for 2024-2025 96

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to accept Renewal of the Disposable Products Contract from Brady IFS and Durable for 2024-2025.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

I recommend that the Board of Education accept the renewal of the Disposable Products Contract from Brady IFS and Durable for 2024-2025.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

Bid Renewal Summary Disposable Products (Aluminum/Plastic) Fall 2024

ITEM #	SPEC	USE	DURABLE	DURABLE EXT
FOIL				
1	PIZZA	60	137.23	8,233.80
2	HAMB	200	139.88	27,976.00
3	HOT DOG	40	140.10	5,604.00
				41,813.80
ITEM #	SPEC	USE	BRADY IFS	BRADY IFS EXT
PLAS				
4	1 CMPT	40	65.28	2,611.20
5	2 CMPT-HAM	200	72.87	14,574.00
6	3 CMPT	10	70.49	704.90
				17,890.10

H. Consideration to approve purchase of a 2025 Chevy Malibu for Driver's Ed. through the State of Illinois Master Contract from Miles Chevrolet 98

ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to Purchase a 2025 Chevy Malibu for Driver's Ed Through the State of Illinois Master Contract from Miles Chevrolet.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

I recommend that the Board of Education approve to purchase a 2025 Chevy Malibu for Driver's Ed Through the State of Illinois Master Contract from Miles Chevrolet for $25,073.00.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:
See attached.

*** Order Placement Form ***

MILES CHEVROLET, LLC

23-416CMS-B0SS4-P-5533

New 2025 Chevrolet Malibu 4 Door Sedan

Includes All Equipment Below: **$23,750.00**

Front Wheel Drive	1.5L Turbo DOHC 4 Cyl. Engine	4 Wheel Anti Lock Brakes	Power Windows
Power Door Locks	Continuously Variable Transmission	Manual Seat Adjuster	Cruise Control
Air Conditioning	Carpeted Front & Rear Floor Mats	Front Cloth Bucket Seats	Tilt Wheel
Intermittent Wipers	16” Aluminum Wheels	Fixed Rear Bench Seat	Keyless Entry (2)
Rear Window Defroster	Chevrolet Infotainment 3 w/ 8” Screen	Dual Power Remote Mirrors	Keyless Start
12 Volt Power Point	Hands Free Phone Capability	Air Bags (10 Total)	Tinted Glass
Traction Control	Apple CarPlay & Android Auto Capable	Rear Vision Camera	Bluetooth

Buckle to Drive prevents vehicle from being shifted out of Park until driver seat belt is fastened; times out after 20 seconds and encourages seat belt use, can be turned on and off in Settings or Teen Driver menu

---

X Please check all options desired

Contract Options

	Engine Block Heater	$ 100.00
	In State Delivery – Single Unit	$ 400.00
	In State Delivery – Multiple units	$ 350.00

DRIVER’S EDUCATION

x	*Passenger Side Brake (Installed)	$ 995.00
x	*Passenger Side Mirror (Installed)	$ 155.00

Non-Contract Options

	Remote Start	$ 350.00
	All Weather Floor Liners	$ 265.00
	Front & Rear Splash Guards	$ 235.00
	8-Way Power Driver Seat	$ 400.00
	Undercoat / Sound Shield	$ 199.00
x	Illinois Title & Municipal Plates	$ 173.00

All Fleet Malibu’s come with the GM 5 year / 100,000 mile Drivetrain Warranty and Free Roadside Assistance for 5 year / 100,000 mile

---

Exterior Color / Quantity **(All Interiors Are Black)**

____ **Black** x **White** ____ **Blue** ____ **Gray**

BILL/SHIP TO:

City, County or Village _____ **Tax Exemption #** _____

Address _____ **City** _____ **State** ____ **Zip** _____

Contact Person _____ **Phone** _____ **Email** _____

Total Price $ 25,073.00 **Quantity** 1 **Grand Total** $ 25,073.00

Rob Evans Miles Chevrolet 150 W. Pershing Rd. Decatur, IL 62526

(217) 877-4440 EMAIL: rob@mileschevrolet.com

I. Consideration to approve pay application #11 for Evans Construction for Eisenhower Construction 101

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education

FROM: Richard Cunningham

SUBJECT: Consideration of/to pay the Application for Payment No. 11 to Evans Construction for Eisenhower Renovation

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education pay the Application for Payment No. 11 to Evans Construction for the Eisenhower Renovation in the amount of $1,592,591.16."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

See Attached.

GRAHAM AND HYDE
ARCHITECTS, INC.

June 13, 2024

Mr. Rick Cunningham
Chief Financial Officer
Jacksonville School District #117
211 West State Street
Jacksonville, IL 62650

Re: **Building Renovation**
Eisenhower Elementary School
1901 West Lafayette Avenue
Jacksonville, Illinois
Pay Application No. 11
G&H #0511-97

Dear Rick:

Enclosed is Application for Payment No. 11 in the amount **$1,592,591.16** as prepared by Evans Construction Company, along with a Lien Waiver in the same amount.

If you are in agreement, payment should be made directly to Evans Construction Company in the amount of $1,592,591.16.

Should you have any questions or need any additional information, please contact me.

Sincerely,

James C. Cosgriff, AIA

217-787-9380 • fax: 217-793-6465 • www.GrahamandHyde.com • 1010 Clocktower Drive, Springfield, Illinois 62704

APPLICATION AND CERTIFICATE FOR PAYMENT AIA DOCUMENT G 702 PAGE 1 of 3 PAGES

PROJECT: NO. 23-512
Eisenhower Elementary

Jacksonville, IL 62650

ARCHITECT: Graham & Hyde Architects
Clocktower Drive
Springfield, IL 62704

CONTRACTOR: EVANS CONSTRUCTION CO.

CONTRACT FOR: GENERAL CONSTRUCTION
APPLICATION DATE : 5/31/2024
APPLICATION NO: **23-512 #11**
FOR PERIOD: 5/1/2024 - 5/31/2024

CHANGE ORDER SUMMARY

CHANGE ORDERS APPROVED IN PREVIOUS MONTHS BY OWNER TOTAL **C.O.** SUBSEQUENT CHANGE ORDERS	ADDITIONS	DEDUCTIONS
Change Order #1	$ (162,165.43)	
Change Order #2	$ 330,104.23	
Change Order #3	$ 306,191.64	
Change Order #4	$ 60,428.87	
Change Order #5	$ 119,647.06	
TOTALS	$ 654,206.37	$ -
NET CHANGE BY C. O.	$ 654,206.37	

APPLICATION IS MADE FOR PAYMENT, AS SHOWN BELOW, IN CONNECTION WITH THE CONTRACT.
CONTINUATION SHEET, AIA DOCUMENT G702A, IS ATTACHED
THE PRESENT STATUS OF THE ACCOUNT FOR THIS CONTRACT IS AS FOLLOWS

ORIGINAL CONTRACT SUM	$	7,835,500.00
NET CHANGE BY CHANGE ORDERS	$	654,206.37
CONTRACT SUM TO DATE	$	8,489,706.37
TOTAL COMPLETED & STORED TO DATE - 96%	$	8,152,946.43
RETAINAGE 5.0%	$	407,647.32
TOTAL EARNED LESS RETAINAGE	$	7,745,299.11
LESS PREV CERTIFICATE FOR PAYMENT	$	6,152,707.95
CURRENT PAYMENT DUE	$	1,592,591.16
BALANCE DUE	$	744,407.26

STATE OF ILLINOIS COUNTY OF SANGAMON
THE UNDERSIGNED CONTRACTOR CERTIFIES THAT THE WORK COVERED BY THIS APPLICATION FOR PAYMENT HAS BEEN COMPLETED IN ACCORDANCE WITH THE CONTRACT DOCUMENTS, THAT ALL AMOUNTS HAVE BEEN PAID BY HIM FOR WORK FOR WHICH PREVIOUS CERTIFICATES FOR PAYMENTS WERE ISSUED AND PAYMENTS RECEIVED FROM THE OWNER, AND THAT THE CURRENT PAYMENT SHOWN HEREIN IS NOW DUE.

CONTRACTOR: EVANS CONSTRUCTION

BY: RM Date: 5/31/2024

Randy Nichols

SUBSCRIBED AND SWORN TO BEFORE ME THIS 31ST DAY OF MAY, 2024

MY COMMISSION EXPIRES: 03-19-2027

Tracy Crowley

OFFICIAL SEAL
TRACY F. CROWLEY
NOTARY PUBLIC, STATE OF ILLINOIS
MY COMMISSION EXPIRES 03-19-2027

IN ACCORDANCE WITH THE CONTRACT AND THIS APPLICATION FOR PAYMENT THE CONTRACTOR IS ENTITLED TO PAYMENT IN THE AMOUNT SHOWN ABOVE

ARCHITECT: Graham & Hyde Architects

BY: James C Cosgriff

$1,592,591.16
6.13.24

AIA COCUMENT G702, APPLICATION AND CERTIFICATE FOR PAYMENT, CONTAINING
CONTRACTOR'S SIGNED CERTIFICATION IS ATTACHED
IN TABULATIONS BELOW, AMOUNTS ARE STATED TO THE NEAREST DOLLAR
USE COLUMN I ON CONTRACTS WHERE VARIABLE RETAINAGE FOR LINE ITEMS MAY APPLY

ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	PREVIOUS APPLICATIONS	THIS APPLICATION	STORED MATERIALS	TOT COMPLETED & STORED TO DATE	%	BALANCE TO FINISH	RETAINAGE
	Eisenhower Elementary								
	Evans Construction								
2.01	Overhead and Profit	$ 404,136.19	$ 329,300.00	$ 57,000.00		$ 386,300.00	96%	$ 17,836.19	$ 19,315.00
2.02	Bonds/Insurance	$ 120,000.00	$ 120,000.00			$ 120,000.00	100%		$ 6,000.00
2.03	Field Overhead Labor	$ 242,642.00	$ 197,471.00	$ 33,000.00		$ 230,471.00	95%	$ 12,171.00	$ 11,523.55
2.04	Field Overhead Material	$ 65,000.00	$ 52,633.00	$ 9,000.00		$ 61,633.00	95%	$ 3,367.00	$ 3,081.65
2.05	Mobilization	$ 57,548.00	$ 57,548.00			$ 57,548.00	100%		$ 2,877.40
2.06	Demolition Labor	$ 242,572.00	$ 242,572.00			$ 242,572.00	100%		$ 12,128.60
2.07	Demolition Material	$ 105,600.00	$ 105,600.00			$ 105,600.00	100%		$ 5,280.00
2.06	Demolition Xray Slab	$ 10,000.00	$ 10,000.00			$ 10,000.00	100%		$ 500.00
2.08	Carpentry Labor	$ 399,833.00	$ 329,500.00	$ 51,000.00		$ 380,500.00	95%	$ 19,333.00	$ 19,025.00
2.09	Carpentry Material	$ 190,840.00	$ 156,434.00	$ 25,000.00		$ 181,434.00	95%	$ 9,406.00	$ 9,071.70
2.10	Final Cleaning	$ 46,000.00	$ -	$ 15,000.00		$ 15,000.00	33%	$ 31,000.00	$ 750.00
2.11	Striping	$ 500.00	$ 500.00			$ 500.00	100%		$ 25.00
2.12	Change Order #1	$ 2,288.10	$ 2,288.10			$ 2,288.10	100%		$ 114.41
2.13	Change Order #2	$ 88,521.79	$ 79,500.00	$ 9,021.79		$ 88,521.79	100%	$ (0.00)	$ 4,426.09
2.14	Change Order #3	$ 70,768.93	$ 70,768.93			$ 70,768.93	100%		$ 3,538.45
2.15	Change Order #4	$ 14,031.58	$ 14,031.58			$ 14,031.58	100%		$ 701.58
2.16	Change Order #5	$ 17,156.24	$ 12,000.00	$ 5,156.24		$ 17,156.24	100%	$ 0.00	$ 857.81
	Allowances								
2.17	Unforeseen Conditions	$ 100,000.00	$ 100,000.00			$ 100,000.00	100%		$ 5,000.00
2.13	Change Order #2	$ (35,341.14)	$ (35,341.14)			$ (35,341.14)			$ (1,767.06)
2.14	Change Order #3	$ (18,993.81)	$ (18,993.81)			$ (18,993.81)			$ (949.69)
2.15	Change Order #4	$ (38,855.80)	$ (38,855.80)			$ (38,855.80)			$ (1,942.79)
2.16	Change Order #5	$ (6,809.25)	$ (6,809.25)			$ (6,809.25)			$ (340.46)
	CB Sales								
2.14	Fire Extinguishers	$ 2,813.00	$ 2,813.00			$ 2,813.00	100%		$ 140.65
	Carney & Chaney								
2.15	Corner Guards	$ 2,580.00	$ 2,580.00			$ 2,580.00	100%		$ 129.00
2.16		$ -	$ -						$ -
	Commercial Bathwares								
2.18	Bath Accessories	$ 3,766.00	$ 3,766.00			$ 3,766.00	100%		$ 188.30
	Precision Millwork								
2.19	Cabinets	$ 95,815.00	$ 95,815.00			$ 95,815.00	100%		$ 4,790.75
2.20	Change Order #4	$ 255.00	$ 255.00			$ 255.00	100%		$ 12.75
2.21	Change Order #5	$ 804.00	$ -	$ 804.00		$ 804.00	100%		$ 40.20
	Security Door & Hardware								
2.22	frames, doors, hardware	$ 198,020.00	$ 129,666.83	$ 59,167.12		$ 188,833.95	95%	$ 9,186.05	$ 9,441.70
2.23	Change Order #3	$ (12,765.00)	$ -	$ (12,765.00)		$ (12,765.00)			$ (638.25)
	Ace Sign								
2.24	Project Coordination	$ 538.79	$ -				0%	$ 538.79	$ -
2.25	Plotted Vinyl Graphics	$ 1,307.67	$ -				0%	$ 1,307.67	$ -
2.26	Dimentional Letter Signage	$ 3,358.54	$ -				0%	$ 3,358.54	$ -
2.27	Installation	$ 2,940.00	$ -				0%	$ 2,940.00	$ -
2.28	Change Order #5	$ 1,323.35	$ -				0%	$ 1,323.35	$ -
Page 2	**SUBTOTAL**	**$ 2,378,194.18**	**$ 2,015,042.44**	**$ 251,384.15**	**$ -**	**$ 2,266,426.59**		**$ 111,767.59**	**$ 113,321.33**

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ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	PREVIOUS APPLICATIONS	THIS APPLICATION	STORED MATERIALS	TOT COMPLETED & STORED TO DATE	%	BALANCE TO FINISH	RETAINAGE
	Eisenhower Elementary								
	Arrow Glass								
3.01	Labor	$ 70,708.00	$ 67,172.60	$ 3,535.40		$ 70,708.00	100%		$ 3,535.40
3.02	Glass	$ 39,000.00	$ 37,050.00	$ 1,950.00		$ 39,000.00	100%		$ 1,950.00
3.03	Metal	$ 48,500.00	$ 48,500.00			$ 48,500.00	100%		$ 2,425.00
3.04	Shop Drawings- Equipment Rental	$ 2,300.00	$ 2,300.00			$ 2,300.00	100%		$ 115.00
3.05	Misc	$ 5,300.00	$ 5,035.00	$ 265.00		$ 5,300.00	100%		$ 265.00
3.06	Hardware	$ 36,000.00	$ 36,000.00			$ 36,000.00	100%		$ 1,800.00
3.07	Travel	$ 1,500.00	$ 1,425.00	$ 75.00		$ 1,500.00	100%		$ 75.00
3.08	Change Order #2	$ 53,940.00	$ 53,940.00			$ 53,940.00	100%		$ 2,697.00
3.08	Change Order #3	$ 152,396.00	$ 152,396.00			$ 152,396.00	100%		$ 7,619.80
	Birdsell Machine								
3.09	Fabricated Structural Steel, Joist and Deck	$ 96,900.00	$ 96,900.00			$ 96,900.00	100%		$ 4,845.00
3.10	Change Order #2	$ 2,500.00	$ 2,500.00			$ 2,500.00	100%		$ 125.00
	Carpet Weavers								
3.11	Carpet	$ 19,086.00	$ -	$ 19,086.00		$ 19,086.00	100%		$ 954.30
3.12	Carpet Labor	$ 13,648.00	$ -	$ 10,919.00		$ 10,919.00	80%	$ 2,729.00	$ 545.95
3.13	Resilient Material	$ 176,608.00	$ 176,608.00			$ 176,608.00	100%		$ 8,830.40
3.12	Resilient Labor	$ 121,273.00	$ 30,318.00	$ 72,764.00		$ 103,082.00	85%	$ 18,191.00	$ 5,154.10
3.13	Ceramic Material	$ 18,275.00	$ 18,275.00			$ 18,275.00	100%		$ 913.75
3.14	Ceramic Labor	$ 33,066.00	$ 33,066.00			$ 33,066.00	100%		$ 1,653.30
	Carroll Seating								
3.16	Bleachers	$ 17,575.00	$ 13,575.00			$ 13,575.00	77%	$ 4,000.00	$ 678.75
3.16	Change Order #2	$ 17,207.81	$ 14,207.81			$ 14,207.81	83%	$ 3,000.00	$ 710.39
	Commercial Bathwares								
3.18	Toilet Partitions	$ 34,230.00	$ 34,230.00			$ 34,230.00	100%		$ 1,711.50
3.19	Lockers	$ 55,100.00	$ 55,100.00			$ 55,100.00	100%		$ 2,755.00
3.20	Change Order #3	$ 5,047.00	$ 5,047.00			$ 5,047.00	100%		$ 252.35
	DM Hope								
3.21	kitchen equipment	$ 20,577.00	$ -	$ 20,577.00		$ 20,577.00	100%		$ 1,028.85
3.22		$ -	$ -						$ -
	Missouri Terrazzo								
3.25	Labor	$ 22,580.00	$ 22,580.00			$ 22,580.00	100%		$ 1,129.00
3.25	Material	$ 9,400.00	$ 9,400.00			$ 9,400.00	100%		$ 470.00
3.25	Change Order #5	$ 2,390.00	$ 2,390.00			$ 2,390.00	100%		$ 119.50
	Golterman & Sabo								
3.27	visual display boards	$ 34,864.00	$ -	$ 34,864.00		$ 34,864.00	100%		$ 1,743.20
	Prostar								
3.30	Startup/Submittals	$ 9,400.00	$ 9,400.00			$ 9,400.00	100%		$ 470.00
3.31	Wood Floor Material	$ 46,000.00	$ 46,000.00			$ 46,000.00	100%		$ 2,300.00
3.32	Wood Floor Labor	$ 23,000.00	$ 12,500.00	$ 10,500.00		$ 23,000.00	100%		$ 1,150.00
3.33	Trim Labor	$ 4,000.00	$ 1,200.00	$ 2,800.00		$ 4,000.00	100%		$ 200.00
3.34	Closeouts	$ 2,000.00	$ -	$ 2,000.00		$ 2,000.00	100%		$ 100.00
3.35	Change Order #4	$ 49,954.00	$ 49,954.00			$ 49,954.00	100%		$ 2,497.70
	Heart								
3.36	Camera Material	$ 12,902.54	$ 6,451.27	$ 5,161.02		$ 11,612.29	90%	$ 1,290.25	$ 580.61
3.37	Door Access Control Material	$ 13,551.96	$ 6,775.98	$ 5,420.78		$ 12,196.76	90%	$ 1,355.20	$ 609.84
3.38	Camera Labor	$ 12,440.50	$ 6,220.25	$ 4,976.20		$ 11,196.45	90%	$ 1,244.05	$ 559.82
3.39	Door Access Control Labor	$ 12,160.00	$ 6,080.00	$ 4,864.00		$ 10,944.00	90%	$ 1,216.00	$ 547.20
3.40	Change Order #3	$ 7,180.74	$ 3,590.37	$ 2,872.30		$ 6,462.67	90%	$ 718.07	$ 323.13
	Henson Robinson - Roofing								
3.41	Roofing Labor	$ 30,083.00	$ 28,582.00			$ 28,582.00	95%	$ 1,501.00	$ 1,429.10
3.42	Roofing Materials	$ 50,922.00	$ 50,922.00			$ 50,922.00	100%		$ 2,546.10
3.43	Sheet Metal Labor	$ 189,450.00	$ -	$ 104,200.00		$ 104,200.00	55%	$ 85,250.00	$ 5,210.00
3.44	Sheet Metal materials	$ 551,366.00	$ -	$ 523,805.00		$ 523,805.00	95%	$ 27,561.00	$ 26,190.25
3.45	Hoisting	$ 3,340.00	$ 1,670.00			$ 1,670.00	50%	$ 1,670.00	$ 83.50
3.46	Lift Rental	$ 5,000.00	$ -	$ 2,750.00		$ 2,750.00	55%	$ 2,250.00	$ 137.50
3.47	Shop Drawings	$ 4,000.00	$ 4,000.00			$ 4,000.00	100%		$ 200.00
3.48	Roof Warranty	$ 1,500.00	$ -				0%	$ 1,500.00	$ -
3.49	Overhead & Profit	$ 142,865.00	$ 14,290.00	$ 111,431.00		$ 125,721.00	88%	$ 17,144.00	$ 6,286.05
3.50	Change Order #2	$ (24,348.23)	$ -					$ (24,348.23)	$ -
3.51	Change Order #2	$ (495.33)	$ -					$ (495.33)	$ -
Page 3	SUBTOTAL	$ 2,256,242.99	$ 1,165,651.28	$ 944,815.70	$ -	$ 2,110,466.98		$ 35,244.57	$ 105,523.35

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	Eisenhower Elementary								
	Henson Robinson - Plumbing								
4.01	Fixtures & Equipment	$ 97,637.00	$ 87,875.00	$ 9,762.00		$ 97,637.00	100%		$ 4,881.85
4.02	HRC - Plumbing Material	$ 56,127.00	$ 53,321.00	$ 2,806.00		$ 56,127.00	100%		$ 2,806.35
4.03	HRC - Plumbing Labor	$ 124,476.00	$ 118,253.00			$ 118,253.00	95%	$ 6,223.00	$ 5,912.65
4.04	M&O - Insulation	$ 15,960.00	$ 15,960.00			$ 15,960.00	100%		$ 798.00
4.05	PPE - Excavation	$ 7,500.00	$ 7,500.00			$ 7,500.00	100%		$ 375.00
4.05	Permit	$ 1,070.00	$ 1,070.00			$ 1,070.00	100%		$ 53.50
4.05	HRC - Overhead & Profit	$ 33,642.00	$ 29,945.00	$ 670.00		$ 30,615.00	91%	$ 3,027.00	$ 1,530.75
4.05	Change Order #4	$ 17,317.09	$ -				0%	$ 17,317.09	$ -
4.05	Change Order #5	$ 5,807.25	$ -				0%	$ 5,807.25	$ -
	Henson Robinson - HVAC								
4.06	Gaus Scott - Grilles	$ 8,880.00	$ 8,880.00			$ 8,880.00	100%		$ 444.00
4.07	Langendorf - Electric Heaters	$ 12,285.00	$ 12,285.00			$ 12,285.00	100%		$ 614.25
4.08	Brucker - Exhaust Fans	$ 195.00	$ 195.00			$ 195.00	100%		$ 9.75
4.08	AC Systems - RTU	$ 153,580.00	$ 153,580.00			$ 153,580.00	100%		$ 7,679.00
4.08	HRC - Sheet Metal Labor	$ 36,971.00	$ 33,275.00	$ 3,696.00		$ 36,971.00	100%		$ 1,848.55
4.08	HRC - Material	$ 139,401.00	$ 125,464.00	$ 13,937.00		$ 139,401.00	100%		$ 6,970.05
4.06	HRC - Shop Labor	$ 22,618.00	$ 20,359.00	$ 2,259.00		$ 22,618.00	100%		$ 1,130.90
4.08	M&O - Insulation	$ 17,490.00	$ 17,490.00			$ 17,490.00	100%		$ 874.50
4.08	ECSI - Temperature Controls	$ 61,300.00	$ 40,420.00	$ 18,470.00		$ 58,890.00	96%	$ 2,410.00	$ 2,944.50
4.08	HRC - Hoisting	$ 15,000.00	$ 15,000.00			$ 15,000.00	100%		$ 750.00
4.08	IL Certified - Test & Balance	$ 15,500.00	$ 3,650.00			$ 3,650.00	24%	$ 11,850.00	$ 182.50
4.08	HRC - Overhead & Profit	$ 52,580.00	$ 46,798.00	$ 4,205.00		$ 51,003.00	97%	$ 1,577.00	$ 2,550.15
4.05	Change Order #4	$ 19,375.00	$ 17,437.00	$ 1,938.00		$ 19,375.00	100%		$ 968.75
	IFP								
4.08	Seeding	$ 4,800.00	$ -				0%	$ 4,800.00	$ -
4.08	Change Order #2	$ 900.00	$ -				0%	$ 900.00	$ -
	Jennings Painting								
4.08	Painting	$ 111,200.00	$ 88,960.00			$ 88,960.00	80%	$ 22,240.00	$ 4,448.00
4.08	Change Order #4	$ 14,200.00	$ 12,780.00			$ 12,780.00	90%	$ 1,420.00	$ 639.00
	Landgrebe								
4.09	Framing Material	$ 103,010.00	$ 103,010.00			$ 103,010.00	100%		$ 5,150.50
4.10	Framing Labor	$ 74,320.00	$ 74,320.00			$ 74,320.00	100%		$ 3,716.00
4.11	Drywall & Insulation Material	$ 97,480.00	$ 97,480.00			$ 97,480.00	100%		$ 4,874.00
4.12	Drywall & Insulation labor	$ 244,255.00	$ 244,255.00			$ 244,255.00	100%		$ 12,212.75
4.13	Acoustic Ceilings Material	$ 82,995.00	$ 82,995.00			$ 82,995.00	100%		$ 4,149.75
4.14	Acoustic Ceilings labor	$ 76,280.00	$ 74,280.00	$ 2,000.00		$ 76,280.00	100%		$ 3,814.00
4.13	Acoustic Panels Material	$ 15,390.00	$ 15,390.00			$ 15,390.00	100%		$ 769.50
4.14	Acoustic Panels labor	$ 4,965.00	$ -	$ 4,965.00		$ 4,965.00	100%		$ 248.25
4.13	Plaster Material	$ 995.00	$ 995.00			$ 995.00	100%		$ 49.75
4.14	Plaster Labor	$ 5,675.00	$ 5,675.00			$ 5,675.00	100%		$ 283.75
4.14	Change Order #1	$ 25,450.00	$ 25,450.00			$ 25,450.00	100%		$ 1,272.50
4.14	Change Order #2	$ 75,819.00	$ 70,819.00	$ 5,000.00		$ 75,819.00	100%		$ 3,790.95
4.14	Change Order #3	$ 40,326.00	$ 40,326.00			$ 40,326.00	100%		$ 2,016.30
4.14	Change Order #4	$ 1,734.00	$ 1,734.00			$ 1,734.00	100%		$ 86.70
4.14	Change Order #5	$ 25,129.00	$ 25,129.00			$ 25,129.00	100%		$ 1,256.45
	Scott Brothers Electric								
4.15	Demo	$ 44,500.00	$ 44,500.00			$ 44,500.00	100%		$ 2,225.00
4.16	Rough In	$ 120,900.00	$ 120,900.00			$ 120,900.00	100%		$ 6,045.00
4.17	Lighting	$ 145,800.00	$ 144,768.00	$ 1,032.00		$ 145,800.00	100%		$ 7,290.00
4.18	Trim Out	$ 34,800.00	$ 32,580.00	$ 2,220.00		$ 34,800.00	100%		$ 1,740.00
4.17	Data Rough In	$ 16,000.00	$ 16,000.00			$ 16,000.00	100%		$ 800.00
4.18	RTU's	$ 10,000.00	$ 9,900.00	$ 100.00		$ 10,000.00	100%		$ 500.00
4.19	Door Rough In	$ 15,000.00	$ 14,500.00	$ 500.00		$ 15,000.00	100%		$ 750.00
4.20	Panels & Feeders	$ 25,000.00	$ 25,000.00			$ 25,000.00	100%		$ 1,250.00
4.21	Fire Alarm	$ 75,300.00	$ 74,000.00	$ 1,300.00		$ 75,300.00	100%		$ 3,765.00
4.22	Change Order #1	$ (2,850.00)		$ (2,850.00)		$ (2,850.00)			$ (142.50)
4.22	Change Order #2	$ 79,312.00	$ 78,000.00	$ 1,312.00		$ 79,312.00	100%		$ 3,965.60
4.22	Change Order #3	$ 11,338.50	$ 10,000.00	$ 1,338.50		$ 11,338.50	100%		$ 566.93
4.22	Change Order #4	$ 14,652.00	$ 14,500.00	$ 152.00		$ 14,652.00	100%		$ 732.60
4.22	Change Order #5	$ 14,900.00	$ -	$ 14,900.00		$ 14,900.00	100%		$ 745.00
	Pulliam Masonry								
4.30	Labor	$ 118,000.00	$ 118,000.00			$ 118,000.00	100%		$ 5,900.00
4.31	Material	$ 20,590.00	$ 20,590.00			$ 20,590.00	100%		$ 1,029.50
4.32	Change Order #5	$ 1,645.00	$ -				0%	$ 1,645.00	$ -
Page 4	**SUBTOTAL**	**$ 2,664,521.84**	**$ 2,495,593.00**	**$ 89,712.50**	**$ -**	**$ 2,585,305.50**		**$ 79,216.34**	**$ 129,265.28**

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	Eisenhower Elementary								
	Rouland								
5.01	Tree Removal	$ 2,020.00	$ 2,020.00			$ 2,020.00	100%		$ 101.00
5.02	Sidewalk Removal	$ 1,122.00	$ 1,122.00			$ 1,122.00	100%		$ 56.10
5.03	Asphalt Playground Removal	$ 3,765.00	$ 3,765.00			$ 3,765.00	100%		$ 188.25
5.04	Hoop & Bench Removal	$ 1,650.00	$ 1,650.00			$ 1,650.00	100%		$ 82.50
5.05	Pavement Removal Driveway	$ 1,092.00	$ 1,092.00			$ 1,092.00	100%		$ 54.60
5.06	Sidewalk East Side of Building	$ 14,220.00	$ 14,220.00			$ 14,220.00	100%		$ 711.00
5.07	Sidewalk at Cafeteria Add	$ 7,500.00	$ 7,500.00			$ 7,500.00	100%		$ 375.00
5.08	B-6:00 Vertical Curb	$ 4,959.00	$ 4,959.00			$ 4,959.00	100%		$ 247.95
5.09	6" PCC Pavement	$ 16,848.00	$ 16,848.00			$ 16,848.00	100%		$ 842.40
5.10	Hoop & Bench Relocated	$ 3,750.00	$ 3,750.00			$ 3,750.00	100%		$ 187.50
5.11	Asphalt Pavement	$ 21,525.00	$ 21,525.00			$ 21,525.00	100%		$ 1,076.25
5.12	Dog House Manhole, 4'-DIA., TY	$ 18,740.00	$ 18,740.00			$ 18,740.00	100%		$ 937.00
5.13	Manhole, 4'-DIA., Type 1 F&CL	$ 7,880.00	$ 7,880.00			$ 7,880.00	100%		$ 394.00
5.14	15" PVC SDR-26 Storm Sewer	$ 19,240.00	$ 19,240.00			$ 19,240.00	100%		$ 962.00
5.15	6" & 8" Downspout Drainage System	$ 18,150.00	$ 18,150.00			$ 18,150.00	100%		$ 907.50
5.16	6" Cleanout	$ 1,625.00	$ 1,625.00			$ 1,625.00	100%		$ 81.25
5.17	Existing 15" Storm Sewer Filling	$ 1,155.00	$ 1,155.00			$ 1,155.00	100%		$ 57.75
5.18	6" PVC C-900 Water Main	$ 44,500.00	$ 44,500.00			$ 44,500.00	100%		$ 2,225.00
5.19	6"x10" Tapping Valves	$ 7,153.50	$ 7,153.50			$ 7,153.50	100%		$ 357.68
5.20	Road & Sidewalk Patch	$ 2,346.50	$ 2,346.50			$ 2,346.50	100%		$ 117.33
5.21	Topsoil Striping For New Addition	$ 4,100.00	$ 4,100.00			$ 4,100.00	100%		$ 205.00
5.22	Addition Pad Fill & Compact	$ 12,300.00	$ 12,300.00			$ 12,300.00	100%		$ 615.00
5.23	Change Order #2	$ 21,336.00	$ 21,336.00			$ 21,336.00	100%		$ 1,066.80
5.24	Change Order #3	$ 10,506.00	$ 10,506.00			$ 10,506.00	100%		$ 525.30
5.25	Change Order #4	$ 17,720.00	$ 17,720.00			$ 17,720.00	100%		$ 886.00
5.26	Change Order #5	$ 6,900.00	$ -	$ 6,900.00		$ 6,900.00	100%		$ 345.00
	S&W Contractors								
5.24	Footings	$ 12,312.00	$ 12,312.00			$ 12,312.00	100%		$ 615.60
5.27	Piers	$ 16,888.00	$ 16,888.00			$ 16,888.00	100%		$ 844.40
5.28	Columns	$ 8,750.00	$ 8,750.00			$ 8,750.00	100%		$ 437.50
5.29	Walls	$ 26,048.00	$ 26,048.00			$ 26,048.00	100%		$ 1,302.40
5.30	Foundation Insulation	$ 4,748.00	$ 4,748.00			$ 4,748.00	100%		$ 237.40
5.31	Backfill Walls	$ 7,045.00	$ 7,045.00			$ 7,045.00	100%		$ 352.25
5.32	Slab	$ 29,717.00	$ 29,717.00			$ 29,717.00	100%		$ 1,485.85
5.33	Existing Building Demo, Add New Walls & Slab	$ 32,868.00	$ 32,868.00			$ 32,868.00	100%		$ 1,643.40
5.34	Remove & Replace 1,700 sf of Plumbing Trenches	$ 61,200.00	$ 61,200.00			$ 61,200.00	100%		$ 3,060.00
	Senergy								
5.35	Mobilization	$ 21,000.00	$ 21,000.00			$ 21,000.00	100%		$ 1,050.00
5.36	27 15 00 - Horizontal Cabling - Material	$ 92,323.10	$ 92,323.10			$ 92,323.10	100%		$ 4,616.16
5.37	27 15 00 - Horizontal Cabling - Labor	$ 113,175.50	$ 107,516.73	$ 5,658.77		$ 113,175.50	100%		$ 5,658.78
5.38	Paging System - Materials	$ 34,863.22	$ 34,863.22			$ 34,863.22	100%		$ 1,743.16
5.39	Paging System - Labor	$ 39,833.46	$ 37,841.79	$ 1,991.67		$ 39,833.46	100%		$ 1,991.67
5.40	Clock System - Material	$ 21,119.49	$ 21,119.49			$ 21,119.49	100%		$ 1,055.97
5.41	Clock System - Labor	$ 9,870.42	$ 9,870.42			$ 9,870.42	100%		$ 493.52
5.42	Gym AV System - Materials	$ 53,364.24	$ 53,364.24			$ 53,364.24	100%		$ 2,668.21
5.43	Gym AV System - Labor	$ 35,234.57	$ 35,234.57			$ 35,234.57	100%		$ 1,761.73
5.44	Change Order #1	$ (119,588.72)	$ (119,588.72)			$ (119,588.72)			$ (5,979.44)
5.45	Change Order #3	$ 40,882.61	$ 40,882.61			$ 40,882.61	100%		$ 2,044.13
5.46	Change Order #5	$ 447.47	$ -	$ 447.47		$ 447.47	100%		$ 22.37
	Springfield Overhead Door								
5.38	Material	$ 10,725.00	$ 8,500.00	$ 2,225.00		$ 10,725.00	100%		$ 536.25
	Streb Fire Protection								
5.22	Design & Detailing	$ 1,500.00	$ 1,500.00			$ 1,500.00	100%		$ 75.00
5.19	Mobilization	$ 1,500.00	$ 1,500.00			$ 1,500.00	100%		$ 75.00
5.47	Material Piping & Fittings	$ 77,500.00	$ 77,500.00			$ 77,500.00	100%		$ 3,875.00
5.48	Material Fire Sprinkler Heads	$ 12,500.00	$ 12,500.00			$ 12,500.00	100%		$ 625.00
5.49	Labor Rough In	$ 115,000.00	$ 115,000.00			$ 115,000.00	100%		$ 5,750.00
5.50	Labor Tim Out	$ 61,788.00	$ 52,519.00	$ 9,269.00		$ 61,788.00	100%		$ 3,089.40
5.51	Overhead & Profit	$ 30,000.00	$ 28,800.00	$ 1,200.00		$ 30,000.00	100%		$ 1,500.00
	Western Specialty								
5.29	Fluid - Applied Air Barrier	$ 66,030.00	$ 63,030.00	$ 3,000.00		$ 66,030.00	100%		$ 3,301.50
5.30		$ -	$ -						$ -
Page 5	**SUBTOTAL**	**$ 1,190,747.36**	**$ 1,160,055.45**	**$ 30,691.91**	**$ -**	**$ 1,190,747.36**		**$ -**	**$ 59,537.37**
FINAL	**TOTAL**	**$ 8,489,706.37**	**$ 6,836,342.17**	**$ 1,316,604.26**	**$ -**	**$ 8,152,946.43**		**$ 226,228.50**	**$ 407,647.32**

PARTIAL WAIVER OF LIEN

STATE OF **ILLINOIS**

COUNTY OF **MORGAN**

TO ALL WHOM IT MAY CONCERN:
WHEREAS, __THE UNDERSIGNED **EVANS CONSTRUCTION CO.**

HAS BEEN EMPLOYED BY **JACKSONVILLE SCHOOL DISTRICT #117**

TO FURNISH **GENERAL WORK**

FOR THE **EISENHOWER ELEMENTARY**

IN THE CITY **JACKSONVILLE** AND STATE OF **ILLINOIS**
AS GENERAL CONTRACTOR,

THE AMOUNT DUE SAID **EVANS CONSTRUCTION CO**. FOR LABOR, WORK AND MATERIAL FURNISHED TO DATE UPON SAID CONTRACT IS ESTIMATED AT **$8,152,946.43** (EIGHT MILLION ONE HUNDRED FIFTY TWO THOUSAND NINE HUNDRED FORTY SIX DOLLARS AND FORTY THREE CENTS) THE CONTRACT PRICE FOR THE WORK, LABOR AND MATERIALS ON SAID PREMISES TO BE PAID UPON THE COMPLETION OF SAID WORK IS **$8,489,706.37** (EIGHT MILLION FOUR HUNDRED EIGHTY NINE THOUSAND SEVEN HUNDRED SIX DOLLARS AND THIRTY SEVEN CENTS)

NOW, THEREFORE, IN CONSIDERATION OF THE SUM OF **$1,592,591.16** (ONE MILLION FIVE HUNDRED NINETY TWO THOUSAND FIVE HUNDRED NINETY ONE DOLLARS AND SIXTEEN CENTS) HAND PAID UPON SAID CONTRACT, AND OTHER GOOD AND VALUABLE CONSIDERATIONS, RECEIPT WHEREOF IS HEREBY ACKNOWLEDGED, SAID **EVANS CONSTRUCTION CO.** DOES HEREBY WAIVE AND RELEASE THE LIEN OR CLAIM OR RIGHT OF LIEN ON THE ABOVE DESCRIBED BUILDING AND PREMISES, TO THE EXTENT OF THE CASH PAYMENT WHICH HAS BEEN RECEIVED ON ACCOUNT OF LABOR OR MATERIALS OR BOTH FURNISHED UPON SAID PREMISES.

GIVEN UNDER ___HAND__AND SEAL__THIS 31ST DAY OF MAY, 2024

EVANS CONSTRUCTION CO.(SEAL)

Tracy Crowley, Corporate Secretary

J. Consideration to approve payment application #16 to Johnco for Washington Construction 110

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education

FROM: Richard Cunningham

SUBJECT: Consideration of/to pay the Application for Payment No. 16 (Final) to Johnco for Washington Renovation

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education pay the Application for Payment No. 16 (Final) to Johnco for the Washington Renovation in the amount of $112,264.33."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

See Attached.

GRAHAM AND HYDE
ARCHITECTS, INC.

May 10, 2024

Mr. Rick Cunningham
Chief Financial Officer
Jacksonville School District #117
211 West State Street
Jacksonville, IL 62650

Re: **Renovations and Addition**
Washington Elementary School
524 South Kosciusko Street
Jacksonville, Illinois
Pay Application No. 16
G&H #0511-81

Dear Rick:

Attached is Application for Payment No. 16 in the amount $112,264.33 as prepared by Johnco Construction, Inc., along with the Partial Waivers of Lien, and the following documents:

Certified Payrolls
Consent of Final Surety
Contractor's Affidavit of Release of Liens
Contractor's Affidavit of Surety of Payment and Debts and Claims

If you are in agreement, payment should be made directly to Johnco Construction, Inc. in the amount of $112,264.33.

Should you have any questions or need any additional information, please contact me.

Sincerely,

James C. Cosgriff, AIA

JCC:bg
Enclosure

217-787-9380 • fax: 217-793-6465 • www.GrahamandHyde.com • 1010 Clocktower Drive, Springfield, Illinois 62704

PAYMENT APPLICATION

TO:	Jacksonville School District 117 516 Jordan St. Jacksonville, IL 62650 Attn:	PROJECT NAME AND LOCATION:	JC2202 Renovations and Additions - Washington Eleme 524 South Kosciusko St. Jacksonville, IL 62650	APPLICATION # PERIOD THRU: PROJECT #s: DATE OF CONTRACT:	16 05/01/2024 JC2206 03/22/2022
FROM:	Johnco Construction, Inc. 107 W. 1st St. PO Box 469 Mackinaw, Illinois 61755	ARCHITECT:	Graham-Hyde Architects 1010 Clocktower Drive Springfield, IL 62704	Distribution to:	☐ OWNER ☐ ARCHITECT ☐ CONTRACTOR ☐ ☐
FOR:					

CONTRACTOR'S SUMMARY OF WORK

Application is made for payment as shown below.
Continuation Page is attached.

1.	**CONTRACT AMOUNT**		$10,668,400.00
2.	**SUM OF ALL CHANGE ORDERS**		$558,033.15
3.	**CURRENT CONTRACT AMOUNT**	(Line 1 +/- 2)	$11,226,433.15
4.	**TOTAL COMPLETED AND STORED** (Column G on Continuation Page)		$11,226,433.15
5.	**RETAINAGE:**		
	a. 0.00% of Completed Work (Columns D + E on Continuation Page)	$0.00	
	b. 0.00% of Material Stored (Column F on Continuation Page)	$0.00	
	Total Retainage (Line 5a + 5b or Column I on Continuation Page)		$0.00
6.	**TOTAL COMPLETED AND STORED LESS RETAINAGE** (Line 4 minus Line 5 Total)		$11,226,433.15
7.	**LESS PREVIOUS PAYMENT APPLICATIONS**		$11,114,168.82
8.	**PAYMENT DUE**		**$112,264.33**
9.	**BALANCE TO COMPLETION** (Line 3 minus Line 6)	$0.00	

SUMMARY OF CHANGE ORDERS	ADDITIONS	DEDUCTIONS
Total changes approved in previous months	$558,033.15	$0.00
Total approved this month	$0.00	$0.00
TOTALS	$558,033.15	$0.00
NET CHANGES	$558,033.15	

Contractor's signature below is his assurance to Owner, concerning the payment herein applied for, that: (1) the Work has been performed as required in the Contract Documents, (2) all sums previously paid to Contractor under the Contract have been used to pay Contractor's costs for labor, materials and other obligations under the Contract for Work previously paid for, and (3) Contractor is legally entitled to this payment.

CONTRACTOR: Johnco Construction, Inc.

By: Paul J. Berns Date: 05/02/2024

State of: Illinois

County of: Tazewell

Subscribed and sworn to before me this 2nd day of May 202

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

Notary Public: Bridget A Price

My Commission Expires:

ARCHITECT'S CERTIFICATION

Architect's signature below is his assurance to Owner, concerning the payment herein applied for, that: (1) Architect has inspected the Work represented by this Application, (2) such Work has been completed to the extent indicated in this Application, and the quality of workmanship and materials conforms with the Contract Documents, (3) this Application for Payment accurately states the amount of Work completed and payment due therefor, and (4) Architect knows of no reason why payment should not be made.

CERTIFIED AMOUNT..... 112,264.33

(If the certified amount is different from the payment due, you should attach an explanation. Initial all the figures that are changed to match the certified amount.)

ARCHITECT: James Cosgriff

By: James C. Cosgriff Date: 6.13.24

Neither this Application nor payment applied for herein is assignable or negotiable. Payment shall be made only to Contractor, and is without prejudice to any rights of Owner or Contractor under the Contract Documents or otherwise.

CONTINUATION PAGE

PROJECT: JC2202
Renovations and Additions - Washington Elementary

APPLICATION #: 16
DATE OF APPLICATION: 05/02/2024
PERIOD THRU: 05/01/2024
PROJECT #s: JC2206

Payment Application containing Contractor's signature is attached.

A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
1	Bonds & Insurance	$74,200.00	$74,200.00	$0.00	$0.00	$74,200.00	100%	$0.00	
2	Overhead	$542,469.33	$542,469.33	$0.00	$0.00	$542,469.33	100%	$0.00	
3	Profit	$533,000.00	$533,000.00	$0.00	$0.00	$533,000.00	100%	$0.00	
4	Submittals	$20,000.00	$20,000.00	$0.00	$0.00	$20,000.00	100%	$0.00	
5	Mobilization	$25,000.00	$25,000.00	$0.00	$0.00	$25,000.00	100%	$0.00	
6	Selective Demo - Johnco	$187,174.00	$187,174.00	$0.00	$0.00	$187,174.00	100%	$0.00	
7	Site Demo - Clancy Coleman								
8	Material	$14,600.00	$14,600.00	$0.00	$0.00	$14,600.00	100%	$0.00	
9	Labor	$28,431.00	$28,431.00	$0.00	$0.00	$28,431.00	100%	$0.00	
10	Equipment	$40,000.00	$40,000.00	$0.00	$0.00	$40,000.00	100%	$0.00	
11	Fencing - Collins & Hermann								
12	Material	$20,444.40	$20,444.40	$0.00	$0.00	$20,444.40	100%	$0.00	
13	Labor	$12,305.60	$12,305.60	$0.00	$0.00	$12,305.60	100%	$0.00	
14	Concrete - S & W								
15	Mob, Walks, Ramps, Stairs								
16	Material	$30,808.00	$30,808.00	$0.00	$0.00	$30,808.00	100%	$0.00	
17	Labor	$63,927.00	$63,927.00	$0.00	$0.00	$63,927.00	100%	$0.00	
18	Curbs & Flagpole								
19	Material	$14,300.00	$14,300.00	$0.00	$0.00	$14,300.00	100%	$0.00	
20	Labor	$22,716.00	$22,716.00	$0.00	$0.00	$22,716.00	100%	$0.00	
21	8" Dumpster, approach								
22	Material	$18,610.00	$18,610.00	$0.00	$0.00	$18,610.00	100%	$0.00	
23	Labor	$29,210.00	$29,210.00	$0.00	$0.00	$29,210.00	100%	$0.00	
24	Parking Lot Pavement								
25	Material	$86,951.00	$86,951.00	$0.00	$0.00	$86,951.00	100%	$0.00	
26	Labor	$77,850.00	$77,850.00	$0.00	$0.00	$77,850.00	100%	$0.00	
27	Mob, Demo, Fill, Top Soil								
28	Material	$23,704.00	$23,704.00	$0.00	$0.00	$23,704.00	100%	$0.00	
29	Labor	$12,673.00	$12,673.00	$0.00	$0.00	$12,673.00	100%	$0.00	
	SUB-TOTALS	$1,878,373.33	$1,878,373.33	$0.00	$0.00	$1,878,373.33	100%	$0.00	

CONTINUATION PAGE

Payment Application containing Contractor's signature is attached.

PROJECT: JC2202
Renovations and Additions - Washington Elementary

APPLICATION #: 16
DATE OF APPLICATION: 05/02/2024
PERIOD THRU: 05/01/2024
PROJECT #s: JC2206

A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
30	Exacavate New Addition								
31	Material	$10,976.00	$10,976.00	$0.00	$0.00	$10,976.00	100%	$0.00	
32	Labor	$38,875.00	$38,875.00	$0.00	$0.00	$38,875.00	100%	$0.00	
33	Excavate & Install Elevator								
34	Material	$10,015.00	$10,015.00	$0.00	$0.00	$10,015.00	100%	$0.00	
35	Labor	$27,733.00	$27,733.00	$0.00	$0.00	$27,733.00	100%	$0.00	
36	Excavate & Install Footings								
37	Material	$23,392.00	$23,392.00	$0.00	$0.00	$23,392.00	100%	$0.00	
38	Labor	$20,524.00	$20,524.00	$0.00	$0.00	$20,524.00	100%	$0.00	
39	Excavate Pier Pads, Piers								
40	Material	$23,375.00	$23,375.00	$0.00	$0.00	$23,375.00	100%	$0.00	
41	Labor	$44,311.00	$44,311.00	$0.00	$0.00	$44,311.00	100%	$0.00	
42	Install Walls, Insulation, Backfill								
43	Material	$50,302.00	$50,302.00	$0.00	$0.00	$50,302.00	100%	$0.00	
44	Labor	$72,330.00	$72,330.00	$0.00	$0.00	$72,330.00	100%	$0.00	
45	Floor Slab, Porches								
46	Material	$48,532.00	$48,532.00	$0.00	$0.00	$48,532.00	100%	$0.00	
47	Labor	$42,886.00	$42,886.00	$0.00	$0.00	$42,886.00	100%	$0.00	
48	Masonry - Pulliam								
49	CMU								
50	Material	$30,391.00	$30,391.00	$0.00	$0.00	$30,391.00	100%	$0.00	
51	Labor	$230,123.00	$230,123.00	$0.00	$0.00	$230,123.00	100%	$0.00	
52	Existing Building								
53	Material	$8,820.00	$8,820.00	$0.00	$0.00	$8,820.00	100%	$0.00	
54	Labor	$79,400.00	$79,400.00	$0.00	$0.00	$79,400.00	100%	$0.00	
55	Limestone								
56	Material	$83,000.00	$83,000.00	$0.00	$0.00	$83,000.00	100%	$0.00	
57	Labor	$55,756.00	$55,756.00	$0.00	$0.00	$55,756.00	100%	$0.00	
58	FB								
	SUB-TOTALS	$2,779,114.33	$2,779,114.33	$0.00	$0.00	$2,779,114.33	100%	$0.00	

CONTINUATION PAGE

Payment Application containing Contractor's signature is attached.

PROJECT: JC2202
Renovations and Additions - Washington Elementary

APPLICATION #: 16
DATE OF APPLICATION: 05/02/2024
PERIOD THRU: 05/01/2024
PROJECT #s: JC2206

A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
59	Material	$35,047.00	$35,047.00	$0.00	$0.00	$35,047.00	100%	$0.00	
60	Labor	$178,400.00	$178,400.00	$0.00	$0.00	$178,400.00	100%	$0.00	
61	Air Barrier	$29,667.00	$29,667.00	$0.00	$0.00	$29,667.00	100%	$0.00	
62	FDN Waterproofing	$26,574.00	$26,574.00	$0.00	$0.00	$26,574.00	100%	$0.00	
63	Masonry Accessories	$38,822.00	$38,822.00	$0.00	$0.00	$38,822.00	100%	$0.00	
64	Metals								
65	Material - Hanley Steel								
66	Shop Drawings	$22,000.00	$22,000.00	$0.00	$0.00	$22,000.00	100%	$0.00	
67	Anchor Bolts/Embeds	$18,000.00	$18,000.00	$0.00	$0.00	$18,000.00	100%	$0.00	
68	Structural Steel	$155,600.00	$155,600.00	$0.00	$0.00	$155,600.00	100%	$0.00	
69	Joists/Deck	$179,400.00	$179,400.00	$0.00	$0.00	$179,400.00	100%	$0.00	
70	Handrail and Ladders	$14,000.00	$14,000.00	$0.00	$0.00	$14,000.00	100%	$0.00	
71	Labor - Birdsell Machinery								
72	Mobilization	$30,000.00	$30,000.00	$0.00	$0.00	$30,000.00	100%	$0.00	
73	Low Roof	$25,000.00	$25,000.00	$0.00	$0.00	$25,000.00	100%	$0.00	
74	High Roof	$30,000.00	$30,000.00	$0.00	$0.00	$30,000.00	100%	$0.00	
75	Rough Carpentry								
76	Material	$17,000.00	$17,000.00	$0.00	$0.00	$17,000.00	100%	$0.00	
77	Labor	$25,000.00	$25,000.00	$0.00	$0.00	$25,000.00	100%	$0.00	
78	CW/Solid Surface								
79	Material - Precision Millwork	$98,844.00	$98,844.00	$0.00	$0.00	$98,844.00	100%	$0.00	
80	Labor	$24,000.00	$24,000.00	$0.00	$0.00	$24,000.00	100%	$0.00	
81	Roofing - Designed Roofing								
82	Set up	$10,118.00	$10,118.00	$0.00	$0.00	$10,118.00	100%	$0.00	
83	Tear Off	$11,200.00	$11,200.00	$0.00	$0.00	$11,200.00	100%	$0.00	
84	Roofing Insulation								
85	Material	$42,910.00	$42,910.00	$0.00	$0.00	$42,910.00	100%	$0.00	
86	Labor	$24,480.00	$24,480.00	$0.00	$0.00	$24,480.00	100%	$0.00	
87	Cover Board								
	SUB-TOTALS	$3,815,176.33	$3,815,176.33	$0.00	$0.00	$3,815,176.33	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

APPLICATION #: 16
DATE OF APPLICATION: 05/02/2024
PERIOD THRU: 05/01/2024
PROJECT #s: JC2206

Payment Application containing Contractor's signature is attached.

A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
88	Material	$9,702.00	$9,702.00	$0.00	$0.00	$9,702.00	100%	$0.00	
89	Labor	$15,520.00	$15,520.00	$0.00	$0.00	$15,520.00	100%	$0.00	
90	EPDM								
92	Material	$67,664.00	$67,664.00	$0.00	$0.00	$67,664.00	100%	$0.00	
93	Labor	$43,610.00	$43,610.00	$0.00	$0.00	$43,610.00	100%	$0.00	
94	Roof Hatch								
95	Material	$1,800.00	$1,800.00	$0.00	$0.00	$1,800.00	100%	$0.00	
96	Labor	$1,218.00	$1,218.00	$0.00	$0.00	$1,218.00	100%	$0.00	
97	Sheet Metal								
98	Material	$16,576.00	$16,576.00	$0.00	$0.00	$16,576.00	100%	$0.00	
99	Labor	$11,610.00	$11,610.00	$0.00	$0.00	$11,610.00	100%	$0.00	
100	Manufactured Metal - DRS	$8,320.00	$8,320.00	$0.00	$0.00	$8,320.00	100%	$0.00	
101	Manufactured Metal - Richards	$9,320.00	$9,320.00	$0.00	$0.00	$9,320.00	100%	$0.00	
102	Hollow Metal Frames								
103	Material - S&S	$25,645.00	$25,645.00	$0.00	$0.00	$25,645.00	100%	$0.00	
104	Labor	$17,848.00	$17,848.00	$0.00	$0.00	$17,848.00	100%	$0.00	
105	Hollow Metal Doors								
106	Material - S&S	$9,878.00	$9,878.00	$0.00	$0.00	$9,878.00	100%	$0.00	
107	Labor	$1,292.00	$1,292.00	$0.00	$0.00	$1,292.00	100%	$0.00	
108	Flush Wood Doors								
109	Material - S&S	$37,732.00	$37,732.00	$0.00	$0.00	$37,732.00	100%	$0.00	
110	Labor	$5,700.00	$5,700.00	$0.00	$0.00	$5,700.00	100%	$0.00	
111	Door Hardware								
112	Material - S&S	$72,745.00	$72,745.00	$0.00	$0.00	$72,745.00	100%	$0.00	
113	Labor	$20,900.00	$20,900.00	$0.00	$0.00	$20,900.00	100%	$0.00	
114	Arrow Glass								
115	Labor	$213,506.03	$213,506.03	$0.00	$0.00	$213,506.03	100%	$0.00	
116	Glass	$85,899.97	$85,899.97	$0.00	$0.00	$85,899.97	100%	$0.00	
117	Metal	$170,350.00	$170,350.00	$0.00	$0.00	$170,350.00	100%	$0.00	
	SUB-TOTALS	$4,662,012.33	$4,662,012.33	$0.00	$0.00	$4,662,012.33	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

APPLICATION #: 16
DATE OF APPLICATION: 05/02/2024
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A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
118	Shops/Equipment Rental	$6,260.00	$6,260.00	$0.00	$0.00	$6,260.00	100%	$0.00	
119	Miscellaneous	$31,004.00	$31,004.00	$0.00	$0.00	$31,004.00	100%	$0.00	
120	Travel	$11,400.00	$11,400.00	$0.00	$0.00	$11,400.00	100%	$0.00	
121	Wood Gym Floor - Prostar								
122	Submittals	$5,670.00	$5,670.00	$0.00	$0.00	$5,670.00	100%	$0.00	
123	Mobilization	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100%	$0.00	
124	Frieght/Unloading	$4,474.00	$4,474.00	$0.00	$0.00	$4,474.00	100%	$0.00	
125	Gym Floor Material	$40,756.00	$40,756.00	$0.00	$0.00	$40,756.00	100%	$0.00	
126	Gym Floor Labor	$20,400.00	$20,400.00	$0.00	$0.00	$20,400.00	100%	$0.00	
127	Demobilization	$2,900.00	$2,900.00	$0.00	$0.00	$2,900.00	100%	$0.00	
128	Closeouts	$2,400.00	$2,400.00	$0.00	$0.00	$2,400.00	100%	$0.00	
129	Framing - Landgrebe								
130	Material	$121,245.00	$121,245.00	$0.00	$0.00	$121,245.00	100%	$0.00	
131	Labor	$71,360.00	$71,360.00	$0.00	$0.00	$71,360.00	100%	$0.00	
132	GWB - Landgrebe								
133	Material	$91,500.00	$91,500.00	$0.00	$0.00	$91,500.00	100%	$0.00	
134	Labor	$243,960.00	$243,960.00	$0.00	$0.00	$243,960.00	100%	$0.00	
135	Plaster - Landgrebe								
136	Material	$2,220.00	$2,220.00	$0.00	$0.00	$2,220.00	100%	$0.00	
137	Labor	$94,155.00	$94,155.00	$0.00	$0.00	$94,155.00	100%	$0.00	
138	Acoustical Ceilings - Landgrebe								
139	Material	$75,790.00	$75,790.00	$0.00	$0.00	$75,790.00	100%	$0.00	
140	Labor	$53,795.00	$53,795.00	$0.00	$0.00	$53,795.00	100%	$0.00	
141	Acoustical Panels - Landgrebe								
142	Material	$32,870.00	$32,870.00	$0.00	$0.00	$32,870.00	100%	$0.00	
143	Labor	$30,960.00	$30,960.00	$0.00	$0.00	$30,960.00	100%	$0.00	
144	Insulation - Landgrebe	$31,645.00	$31,645.00	$0.00	$0.00	$31,645.00	100%	$0.00	
145	ICS Construction Services								
146	Flooring								
	SUB-TOTALS	$5,641,776.33	$5,641,776.33	$0.00	$0.00	$5,641,776.33	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
147	Material	$91,700.00	$91,700.00	$0.00	$0.00	$91,700.00	100%	$0.00	
148	Labor	$58,257.00	$58,257.00	$0.00	$0.00	$58,257.00	100%	$0.00	
149	Ceramics								
150	Material	$21,320.00	$21,320.00	$0.00	$0.00	$21,320.00	100%	$0.00	
151	Labor	$33,063.00	$33,063.00	$0.00	$0.00	$33,063.00	100%	$0.00	
152	Painting - Morrissey								
153	Material	$15,140.00	$15,140.00	$0.00	$0.00	$15,140.00	100%	$0.00	
155	Labor	$129,310.00	$129,310.00	$0.00	$0.00	$129,310.00	100%	$0.00	
156	Resinous Flooring - Show Me								
157	Material	$7,000.00	$7,000.00	$0.00	$0.00	$7,000.00	100%	$0.00	
158	Labor	$22,376.00	$22,376.00	$0.00	$0.00	$22,376.00	100%	$0.00	
160	Visual Display								
161	Material - MPM Industries	$35,000.00	$35,000.00	$0.00	$0.00	$35,000.00	100%	$0.00	
162	Labor	$13,800.00	$13,800.00	$0.00	$0.00	$13,800.00	100%	$0.00	
163	Signage - Ace Signs								
164	Exterior Signage	$820.69	$820.69	$0.00	$0.00	$820.69	100%	$0.00	
165	Installation - Exterior	$632.50	$632.50	$0.00	$0.00	$632.50	100%	$0.00	
166	Interior Graphics	$2,213.57	$2,213.57	$0.00	$0.00	$2,213.57	100%	$0.00	
167	Installation - Interior	$3,205.00	$3,205.00	$0.00	$0.00	$3,205.00	100%	$0.00	
168	Project Coordination	$822.25	$822.25	$0.00	$0.00	$822.25	100%	$0.00	
169	Toilet Compartments								
170	Material - MPM Industries	$18,000.00	$18,000.00	$0.00	$0.00	$18,000.00	100%	$0.00	
171	Labor	$2,800.00	$2,800.00	$0.00	$0.00	$2,800.00	100%	$0.00	
172	Fire Exstinguishers Cabinets								
173	Material	$750.00	$750.00	$0.00	$0.00	$750.00	100%	$0.00	
174	Labor	$456.00	$456.00	$0.00	$0.00	$456.00	100%	$0.00	
175	Lockers - H2I								
176	Material	$51,300.00	$51,300.00	$0.00	$0.00	$51,300.00	100%	$0.00	
177	Labor	$18,000.00	$18,000.00	$0.00	$0.00	$18,000.00	100%	$0.00	
	SUB-TOTALS	$6,167,742.34	$6,167,742.34	$0.00	$0.00	$6,167,742.34	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
178	Engineering/Shop Drawings	$4,700.00	$4,700.00	$0.00	$0.00	$4,700.00	100%	$0.00	
179	Toilet Accessories								
180	Material	$2,300.00	$2,300.00	$0.00	$0.00	$2,300.00	100%	$0.00	
181	Labor	$2,888.00	$2,888.00	$0.00	$0.00	$2,888.00	100%	$0.00	
182	Kitchen Equipment - Stafford &								
183	Material	$12,380.96	$12,380.96	$0.00	$0.00	$12,380.96	100%	$0.00	
184	Labor	$3,465.01	$3,465.01	$0.00	$0.00	$3,465.01	100%	$0.00	
185	Athletic Equipment - Carroll								
186	Material	$27,000.00	$27,000.00	$0.00	$0.00	$27,000.00	100%	$0.00	
187	Labor	$3,806.01	$3,806.01	$0.00	$0.00	$3,806.01	100%	$0.00	
188	Electronic Scoreboard - Nevco								
189	Material	$7,056.00	$7,056.00	$0.00	$0.00	$7,056.00	100%	$0.00	
190	Labor	$3,300.00	$3,300.00	$0.00	$0.00	$3,300.00	100%	$0.00	
191	Telescoping Bleachers - Irwin								
192	Material	$17,557.46	$17,557.46	$0.00	$0.00	$17,557.46	100%	$0.00	
193	Labor	$6,006.00	$6,006.00	$0.00	$0.00	$6,006.00	100%	$0.00	
194	Elevators - Kone								
195	Material	$99,000.00	$99,000.00	$0.00	$0.00	$99,000.00	100%	$0.00	
196	Labor	$20,500.00	$20,500.00	$0.00	$0.00	$20,500.00	100%	$0.00	
197	Fire Protection - Superior								
198	Insurance	$4,394.00	$4,394.00	$0.00	$0.00	$4,394.00	100%	$0.00	
199	Design & Engineering	$16,478.00	$16,478.00	$0.00	$0.00	$16,478.00	100%	$0.00	
200	Material	$109,850.00	$109,850.00	$0.00	$0.00	$109,850.00	100%	$0.00	
201	Labor	$88,978.00	$88,978.00	$0.00	$0.00	$88,978.00	100%	$0.00	
202	Plumbing - Stoops								
203	Fixtures								
204	Material	$85,000.00	$85,000.00	$0.00	$0.00	$85,000.00	100%	$0.00	
205	Labor	$16,000.00	$16,000.00	$0.00	$0.00	$16,000.00	100%	$0.00	
206	Domestic Water								
	SUB-TOTALS	$6,698,401.78	$6,698,401.78	$0.00	$0.00	$6,698,401.78	100%	$0.00	

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
207	Material	$34,000.00	$34,000.00	$0.00	$0.00	$34,000.00	100%	$0.00	
208	Labor	$40,300.00	$40,300.00	$0.00	$0.00	$40,300.00	100%	$0.00	
209	Gas								
210	Material	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00	100%	$0.00	
211	Labor	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100%	$0.00	
212	Sanitary Above Ground								
213	Material	$25,000.00	$25,000.00	$0.00	$0.00	$25,000.00	100%	$0.00	
214	Labor	$35,000.00	$35,000.00	$0.00	$0.00	$35,000.00	100%	$0.00	
215	Sanitary Underground								
216	Materials	$24,000.00	$24,000.00	$0.00	$0.00	$24,000.00	100%	$0.00	
217	Labor	$10,000.00	$10,000.00	$0.00	$0.00	$10,000.00	100%	$0.00	
218	Plumbing Insulation	$9,699.00	$9,699.00	$0.00	$0.00	$9,699.00	100%	$0.00	
219	Mobilzation and OH	$14,001.00	$14,001.00	$0.00	$0.00	$14,001.00	100%	$0.00	
220	HVAC - King Lar								
221	Sheet Metal								
222	Material	$35,600.00	$35,600.00	$0.00	$0.00	$35,600.00	100%	$0.00	
223	Labor	$256,223.00	$256,223.00	$0.00	$0.00	$256,223.00	100%	$0.00	
224	HVAC Piping								
225	Material	$147,085.00	$147,085.00	$0.00	$0.00	$147,085.00	100%	$0.00	
226	Labor	$59,460.00	$59,460.00	$0.00	$0.00	$59,460.00	100%	$0.00	
227	DOA's - RTU Units	$252,500.00	$252,500.00	$0.00	$0.00	$252,500.00	100%	$0.00	
228	Heat Pumps	$230,000.00	$230,000.00	$0.00	$0.00	$230,000.00	100%	$0.00	
229	Mini-Split System	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100%	$0.00	
230	Electric Heaters	$24,100.00	$24,100.00	$0.00	$0.00	$24,100.00	100%	$0.00	
231	Exhaust Fans	$2,900.00	$2,900.00	$0.00	$0.00	$2,900.00	100%	$0.00	
232	GRD's	$28,000.00	$28,000.00	$0.00	$0.00	$28,000.00	100%	$0.00	
233	Pump Package	$18,795.00	$18,795.00	$0.00	$0.00	$18,795.00	100%	$0.00	
234	Thermaduct	$27,060.00	$27,060.00	$0.00	$0.00	$27,060.00	100%	$0.00	
235	Sprial Duct	$26,700.00	$26,700.00	$0.00	$0.00	$26,700.00	100%	$0.00	
	SUB-TOTALS	$8,014,824.78	$8,014,824.78	$0.00	$0.00	$8,014,824.78	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

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236	Insulation	$63,480.00	$63,480.00	$0.00	$0.00	$63,480.00	100%	$0.00	
237	Temp. Controls	$114,890.00	$114,890.00	$0.00	$0.00	$114,890.00	100%	$0.00	
238	Well Drilling	$343,000.00	$343,000.00	$0.00	$0.00	$343,000.00	100%	$0.00	
239	Test & Balance	$18,660.00	$18,660.00	$0.00	$0.00	$18,660.00	100%	$0.00	
240	Crane	$7,500.00	$7,500.00	$0.00	$0.00	$7,500.00	100%	$0.00	
241	Glycol	$10,000.00	$10,000.00	$0.00	$0.00	$10,000.00	100%	$0.00	
242	Overhead & Profit	$159,047.00	$159,047.00	$0.00	$0.00	$159,047.00	100%	$0.00	
243	Electrical - Senergy								
244	Mobilization	$46,781.00	$46,781.00	$0.00	$0.00	$46,781.00	100%	$0.00	
245	Submittals	$12,125.00	$12,125.00	$0.00	$0.00	$12,125.00	100%	$0.00	
246	Demo	$46,811.00	$46,811.00	$0.00	$0.00	$46,811.00	100%	$0.00	
247	Temp. Power	$35,798.00	$35,798.00	$0.00	$0.00	$35,798.00	100%	$0.00	
248	Branch Conduits/Conductors								
249	Material	$134,751.00	$134,751.00	$0.00	$0.00	$134,751.00	100%	$0.00	
250	Labor	$319,200.00	$319,200.00	$0.00	$0.00	$319,200.00	100%	$0.00	
251	Distribution Conduits/Conductors								
252	Material	$168,470.00	$168,470.00	$0.00	$0.00	$168,470.00	100%	$0.00	
253	Labor	$107,789.00	$107,789.00	$0.00	$0.00	$107,789.00	100%	$0.00	
254	Distribution Equipment								
255	Material	$152,635.00	$152,635.00	$0.00	$0.00	$152,635.00	100%	$0.00	
256	Labor	$53,661.00	$53,661.00	$0.00	$0.00	$53,661.00	100%	$0.00	
257	Light Fixtures & Controls								
258	Material	$231,980.00	$231,980.00	$0.00	$0.00	$231,980.00	100%	$0.00	
259	Labor	$57,965.00	$57,965.00	$0.00	$0.00	$57,965.00	100%	$0.00	
260	Wiring Devices								
261	Material	$16,050.00	$16,050.00	$0.00	$0.00	$16,050.00	100%	$0.00	
262	Labor	$15,876.00	$15,876.00	$0.00	$0.00	$15,876.00	100%	$0.00	
263	Fire Alarm								
264	Material	$42,470.00	$42,470.00	$0.00	$0.00	$42,470.00	100%	$0.00	
	SUB-TOTALS	$10,173,763.78	$10,173,763.78	$0.00	$0.00	$10,173,763.78	100%	$0.00	

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PROJECT: JC2202
Renovations and Additions - Washington Elementary

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Payment Application containing Contractor's signature is attached.

A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP. (G / C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If Variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
265	Labor	$18,953.00	$18,953.00	$0.00	$0.00	$18,953.00	100%	$0.00	
266	Structured Cabling								
267	Material	$100,886.00	$100,886.00	$0.00	$0.00	$100,886.00	100%	$0.00	
268	Labor	$98,939.00	$98,939.00	$0.00	$0.00	$98,939.00	100%	$0.00	
269	Intercom & Clocks								
270	Material	$50,441.00	$50,441.00	$0.00	$0.00	$50,441.00	100%	$0.00	
271	Labor	$13,606.00	$13,606.00	$0.00	$0.00	$13,606.00	100%	$0.00	
272	Audio Visual								
273	Material	$46,212.00	$46,212.00	$0.00	$0.00	$46,212.00	100%	$0.00	
274	Labor	$9,910.00	$9,910.00	$0.00	$0.00	$9,910.00	100%	$0.00	
275	Cabling - Heart Tech	$46,194.22	$46,194.22	$0.00	$0.00	$46,194.22	100%	$0.00	
276	Termite Control - Rid All	$1,995.00	$1,995.00	$0.00	$0.00	$1,995.00	100%	$0.00	
277	Seeding - F & W Lawn Care	$7,500.00	$7,500.00	$0.00	$0.00	$7,500.00	100%	$0.00	
278	Allowance	$100,000.00	$100,000.00	$0.00	$0.00	$100,000.00	100%	$0.00	
279	Change Order 002	$55,113.92	$55,113.92	$0.00	$0.00	$55,113.92	100%	$0.00	
280	Change Order 003	$80,219.20	$80,219.20	$0.00	$0.00	$80,219.20	100%	$0.00	
281	Change Order 004	$70,327.16	$70,327.16	$0.00	$0.00	$70,327.16	100%	$0.00	
282	Change Order 005	$134,723.20	$134,723.20	$0.00	$0.00	$134,723.20	100%	$0.00	
283	Change Order 006	$120,825.56	$120,825.56	$0.00	$0.00	$120,825.56	100%	$0.00	
285	Change Order 007	$51,316.69	$51,316.69	$0.00	$0.00	$51,316.69	100%	$0.00	
286	Change Order 008	$45,507.42	$45,507.42	$0.00	$0.00	$45,507.42	100%	$0.00	
	TOTALS	$11,226,433.15	$11,226,433.15	$0.00	$0.00	$11,226,433.15	100%	$0.00	

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Jacksonville School District 117

in the sum of: $11,226,433.15 Eleven Million Two Hundred Twenty-Six Thousand Four Hundred Thrity-Three and 15/100…….

payable to: Johnco Construction, Inc.

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 05/02/2024

Company: Johnco Construction, Inc.

Signature:

By: PAUL J. SCHRIS, VP
(Name & Title)

State of: Illinois

County of: Tazewell

Subscribed and sworn to before me, this 2nd day of May 2024

Notary Public Signature:

Notary Public Name: Bridget A Price

My Commission Expires: 03/10/2026

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

CONDITIONAL WAIVER AND RELEASE
UPON PROGRESS PAYMENT

Upon receipt by the undersigned of a

check from: Jacksonville School District 117

in the sum of: $112,264.33 One Hundred Twelve Thousand Two Hundred Sixty-Four and 33/100……..

payable to: Johnco Construction, Inc.

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

to the following extent.

This release covers a progress payment for labor, services, equipment or material

furnished to: Jacksonville School District 117

through: 5/1/2024

only and does not cover any retention retained before or after the release date; extras furnished before the release date for which payment has not been received; extras or items furnished after the release date. Rights based upon work performed or items furnished under written change order which has been fully executed by the parties prior to the release date are covered by this release unless specifically reserved by the claimant in the release. This release of any mechanic's lien, stop notice, or bond right shall not otherwise affect the contract rights, including rights between parties to the contract based upon a rescission, abandonment, or breach of the contract, or the right of the undersigned to recover compensation for furnished labor, services, equipment, or material covered by this release if that furnished labor, services, equipment, or material was not compensated by the progress payment. Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 05/02/2024

Company: Johnco Construction, Inc.

Signature:

By: PAUL J. PEERIS, VP
(Name & Title)

State of: Illinois

County of: Tazewell

Subscribed and sworn to before me, this 2nd day of May 2024

Notary Public Signature:

Notary Public Name: Bridget A Price

My Commission Expires: 03/10/2026

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Johnco Construction, Inc.

in the sum of: $1,881,423.76 One Million Eight Hundred Eighty-One Thousand Four Hundred Twenty-Three and 76/100.....

payable to: King Lar Co.

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 5/7/24

Company: King Lar Co.

Signature: [signature]

By: Ryan Kreke
(Name & Title)

State of: IL

County of: Macon

Subscribed and sworn to before me this 7 day of May, 2024

Notary Public Signature: Heather D. Comer

Notary Public Name: Heather D. Comer

My Commission Expires: 10/27/26

OFFICIAL SEAL
HEATHER D COMER
NOTARY PUBLIC, STATE OF ILLINOIS
MY COMMISSION EXPIRES: 10/27/2026

FINAL WAIVER OF LIEN

STATE OF Illinois

COUNTY OF Sangamon

TO WHOM IT MAY CONCERN:

Whereas, we the undersigned ***Senergy Electric, Inc*** have been employed by ***Johnco Construction*** to furnish ***Electrical Work*** for the project known as ***Washington Elementary Renovations***, City of ***Jacksonville,*** County of ***Morgan***, State of Illinois.

Now, Therefore, Know Ye, that the undersigned, being requested to give final waiver to the extent of this payment, for and in consideration of the sum of:

one million nine hundred ten thousand sixty-six & 71/100 ($ 1,910,066.71) Dollars, the receipt whereof is hereby acknowledged, do hereby waive and release in full any and all lien, or claim, or right to lien on said above described building and premises under the Statutes of the State of Illinois relating to Mechanics' Liens, on account of labor or materials, or both, furnished to date and for all future work, for said building or premises.

Given under our hand and seal this 8th day of May AD 2024.

SENERGY ELECTRIC, INC

Title CFO

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Johnco Construction, Inc.

in the sum of: $536,019.73 Five Hundred Thirty-Six Thousand Nineteen and 73/100 .....

payable to: Arrow Glass & Mirror

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

location of: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 4/16/24

Company: Arrow Glass & Mirror

Signature: Carrei Sagon

By: Carrei Sagon Corporate Secretary
(Name & Title)

State of: IA

County of: Muscatine

Subscribed and sworn to before me, this 16th day of April, 2024

Notary Public Signature: Diana Kay Schlapkohl

Notary Public Name: Diana Kay Schlapkohl

My Commission Expires: DIANA KAY SCHLAPKOHL
Commission Number 143578
My Commission Expires
June 4, 2026

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Johnco Construction, Inc.

in the sum of: $9,325.00 Nine Thousand Three Hundred Twenty-Five and 00/100.....

payable to: F & W Lawncare & Landscaping

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 4.15.24

Company: F & W Lawncare & Landscaping

Signature: [signature]

By: Robert Rewerts Jr. V.P.
(Name & Title)

State of: Illinois

County of: McLean

Subscribed and sworn to before me, this 15th day of April, 2024

Notary Public Signature: [signature]

Notary Public Name: Kelli L. Rewerts

My Commission Expires: 10.27.27

OFFICIAL SEAL
KELLI L REWERTS
NOTARY PUBLIC, STATE OF ILLINOIS
Commission # 980302
My Commission Expires Oct. 27, 2027

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Johnco Construction, Inc.

in the sum of: $378,512.77 Three Hundred Seventy-Eight Thousand Five Hundred Twelve and 77/100…….

payable to: Stoops Plumbing, Inc.

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 4-30-24

Company: Stoops Plumbing, Inc.

Signature:

By: Jennifer Stoops President
(Name & Title)

State of: IL

County of: Tazewell

Subscribed and sworn to before me, this 29th day of April 2024

Notary Public Signature:

Notary Public Name:

My Commission Expires:

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

CONDITIONAL WAIVER AND RELEASE
UPON FINAL PAYMENT

Upon receipt by the undersigned of a

check from: Johnco Construction, Inc.

in the sum of: $974,247.00 Nine Hundred Seventy-Four Two Hundred Forty-Seven and 00/100.....

payable to: Landgrebe Interior Construction, Inc.

and when the check has been properly endorsed and has been paid by the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has

on the job of: Jacksonville School District 117

located at: Renovations and Additions - Washington Elementary
524 South Kosciusko St.
Jacksonville, IL 62650

This claim was for labor, services, equipment or material

furnished to: Jacksonville School District 117

and shall be released to the following extent.

This release covers the final payment to the undersigned for all labor, services, equipment or material furnished on the job, except for disputed claims for additional work in the

amount of: $0.00

Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

Dated: 4.25.24

Company: Landgrebe Interior Construction, Inc.

Signature: Michael Landgrebe

By: Michael Landgrebe President
(Name & Title)

State of: Illinois

County of: Sangamon.

Subscribed and sworn to before me, this 25 day of April

Notary Public Signature: Patty Ingram

Notary Public Name: Patty Ingram.

My Commission Expires: 5.23.25

PATTY INGRAM
OFFICIAL SEAL
Notary Public - State of Illinois
My Commission Expires May 23, 2025

AIA® Document G706A™ – 1994

Contractor's Affidavit of Release of Liens

PROJECT: *(Name and address)*
Renovations and Additons
Washington Elementary School

ARCHITECT'S PROJECT NUMBER:

CONTRACT FOR: General

CONTRACT DATED: 03/22/2022

OWNER ☐
ARCHITECT ☐
CONTRACTOR ☐
SURETY ☐
OTHER ☐

TO OWNER: *(Name and address)*
Jacksonville School District 117
516 Jordan St.
Jacksonville, IL 62650

STATE OF:
COUNTY OF:

The undersigned hereby certifies that to the best of the undersigned's knowledge, information and belief, except as listed below, the Releases or Waivers of Lien attached hereto include the Contractor, all Subcontractors, all suppliers of materials and equipment, and all performers of Work, labor or services who have or may have liens or encumbrances or the right to assert liens or encumbrances against any property of the Owner arising in any manner out of the performance of the Contract referenced above.

EXCEPTIONS:

SUPPORTING DOCUMENTS ATTACHED HERETO:

1. Contractor's Release or Waiver of Liens, conditional upon receipt of final payment.
2. Separate Releases or Waivers of Liens from Subcontractors and material and equipment suppliers, to the extent required by the Owner, accompanied by a list thereof.

CONTRACTOR: *(Name and address)*
Johnco Construction, Inc.
107 W. First St.
PO Box 469
Mackinaw, IL 61755
BY:

(Signature of authorized representative)

Robert J. Berns President
(Printed name and title)

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

Subscribed and sworn to before me on this date: 05/02/2024

Notary Public:

My Commission Expires: 03/10/2026

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AIA® Document G706™ – 1994

Contractor's Affidavit of Payment of Debts and Claims

PROJECT: *(Name and address)*

Renovations and Additons
Washington Elementary School

ARCHITECT'S PROJECT NUMBER:

CONTRACT FOR: General

CONTRACT DATED: 03/22/2022

OWNER ☐
ARCHITECT ☐
CONTRACTOR ☐
SURETY ☐
OTHER ☐

TO OWNER: *(Name and address)*

Jacksonville School District 117
516 Jordan St.
Jacksonville, IL 62650

STATE OF: Illinois
COUNTY OF: Tazewell

The undersigned hereby certifies that, except as listed below, payment has been made in full and all obligations have otherwise been satisfied for all materials and equipment furnished, for all work, labor, and services performed, and for all known indebtedness and claims against the Contractor for damages arising in any manner in connection with the performance of the Contract referenced above for which the Owner or Owner's property might in any way be held responsible or encumbered.

EXCEPTIONS:

SUPPORTING DOCUMENTS ATTACHED HERETO:

1. Consent of Surety to Final Payment. Whenever Surety is involved, Consent of Surety is required. AIA Document G707™, Consent of Surety, may be used for this purpose.

   Indicate Attachment ☒ Yes ☐ No

The following supporting documents should be attached hereto if required by the Owner:

1. Contractor's Release or Waiver of Liens, conditional upon receipt of final payment.
2. Separate Releases or Waivers of Liens from Subcontractors and material and equipment suppliers, to the extent required by the Owner, accompanied by a list thereof.
3. Contractor's Affidavit of Release of Liens (AIA Document G706A™).

CONTRACTOR: *(Name and address)*

Johnco Construction, Inc.
107 W. First St.
PO Box 469
Mackinaw, IL 61755

BY: RJ Berns

(Signature of authorized representative)

Robert J. Berns, President

(Printed name and title)

Official Seal
Bridget A Price
Notary Public State of Illinois
My Commission Expires 3/10/2026

Subscribed and sworn to before me on this date: 05/02/2024

Notary Public: Bridget A Price

My Commission Expires: 03/10/2026

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CONSENT OF SURETY TO FINAL PAYMENT

AIA Document G707

(Instructions on reverse side)

Bond # SUR0069490

OWNER	☐
ARCHITECT	☐
CONTRACTOR	☐
SURETY	☐
OTHER	☐

TO OWNER:
(Name and address) Jacksonville School District #117
211 West State Street
Jacksonville, IL 62650

ARCHITECT'S PROJECT NO.:

CONTRACT FOR:

CONTRACT DATED: 03/2/2022

PROJECT:
(Name and address)
Washington Elementary School Renovations and Additions

In accordance with the provisions of the Contract between the Owner and the Contractor as indicated above, the
(Insert name and address of Surety)

Argonaut Insurance Company
225 W. Washington St., 24th Floor
Chicago, IL 60606

, SURETY,

on bond of
(Insert name and address of Contractor)

Johnco Construction, Inc.
107 W. First Street
Mackinaw, IL 61755

, CONTRACTOR,

hereby approves of the final payment to the Contractor, and agrees that final payment to the Contractor shall not relieve the Surety of any of its obligations to
(Insert name and address of Owner)

Jacksonville School District #117
211 West State Street
Jacksonville, IL 62650

, OWNER,

as set forth in said Surety's bond.

IN WITNESS WHEREOF, the Surety has hereunto set its hand on this date: May 7, 2024
(Insert in writing the month followed by the numeric date and year.)

OFFICIAL SEAL
BRANDIE CATLIN
NOTARY PUBLIC, STATE OF ILLINOIS
My Commission Expires 3/31/26

Attest:
(Seal): Brandie Catlin

Argonaut Insurance Company
(Surety)
Brian DiPaola
(Signature of authorized representative)

Brian DiPaola, Attorney-in-fact
(Printed name and title)

CAUTION: You should sign an original AIA document that has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced. See Instruction Sheet for Limited License for Reproduction of this document.

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Argonaut Insurance Company
Deliveries Only: 225 W. Washington, 24th Floor
Chicago, IL 60606
United States Postal Service: P.O. Box 469011, San Antonio, TX 78246

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That the Argonaut Insurance Company, a Corporation duly organized and existing under the laws of the State of Illinois and having its principal office in the County of Cook, Illinois does hereby nominate, constitute and appoint:

David A. Kotula, Brian DiPaola

Their true and lawful agent(s) and attorney(s)-in-fact, each in their separate capacity if more than one is named above, to make, execute, seal and deliver for and on its behalf as surety, and as its act and deed any and all bonds, contracts, agreements of indemnity and other undertakings in suretyship provided, however, that the penal sum of any one such instrument executed hereunder shall not exceed the sum of:

$50,000,000.00

This Power of Attorney is granted and is signed and sealed under and by the authority of the following Resolution adopted by the Board of Directors of Argonaut Insurance Company:

"RESOLVED, That the President, Senior Vice President, Vice President, Assistant Vice President, Secretary, Treasurer and each of them hereby is authorized to execute powers of attorney, and such authority can be executed by use of facsimile signature, which may be attested or acknowledged by any officer or attorney, of the Company, qualifying the attorney or attorneys named in the given power of attorney, to execute in behalf of, and acknowledge as the act and deed of the Argonaut Insurance Company, all bond undertakings and contracts of suretyship, and to affix the corporate seal thereto."

IN WITNESS WHEREOF, Argonaut Insurance Company has caused its official seal to be hereunto affixed and these presents to be signed by its duly authorized officer on the 8th day of May, 2017.

ARGONAUT INSURANCE COMPANY CORPORATE SEAL 1948 ILLINOIS

Argonaut Insurance Company

by: _____

Joshua C. Betz , Senior Vice President

STATE OF TEXAS
COUNTY OF HARRIS SS:

On this 8th day of May, 2017 A.D., before me, a Notary Public of the State of Texas, in and for the County of Harris, duly commissioned and qualified, came THE ABOVE OFFICER OF THE COMPANY, to me personally known to be the individual and officer described in, and who executed the preceding instrument, and he acknowledged the execution of same, and being by me duly sworn, deposed and said that he is the officer of the said Company aforesaid, and that the seal affixed to the preceding instrument is the Corporate Seal of said Company, and the said Corporate Seal and his signature as officer were duly affixed and subscribed to the said instrument by the authority and direction of the said corporation, and that Resolution adopted by the Board of Directors of said Company, referred to in the preceding instrument is now in force.

IN TESTIMONY WHEREOF, I have hereunto set my hand, and affixed my Official Seal at the County of Harris, the day and year first above written.

KATHLEEN M MARES Notary Public State of Texas Comm. Expires 07-16-2021 Notary ID 557902-8

Kathleen M. Mares

(Notary Public)

I, the undersigned Officer of the Argonaut Insurance Company, Illinois Corporation, do hereby certify that the original POWER OF ATTORNEY of which the foregoing is a full, true and correct copy is still in full force and effect and has not been revoked.

IN WITNESS WHEREOF, I have hereunto set my hand, and affixed the Seal of said Company, on the 7th day of May 2024.

ARGONAUT INSURANCE COMPANY CORPORATE SEAL 1948 ILLINOIS

_____

James Bluzard , Vice President-Surety

THIS DOCUMENT IS NOT VALID UNLESS THE WORDS ARGO POWER OF ATTORNEY ARE IN BLUE. IF YOU HAVE QUESTIONS ON AUTHENTICITY OF THIS DOCUMENT CALL (210) 321 - 8400.

ARGO POWER OF ATTORNEY

K. Consideration to move fund 40 Transportation Bus Lease and Copier Lease to Fund 10 Function 8410 GASB 87 Lease 136

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education

FROM: Richard Cunningham

SUBJECT: Consideration of/to move Fund 40 Transportation Bus Lease and Copier Lease to Fund 10 Function 8410 GASB 87 Leases.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education accept to move the following:

1. From Fund 40 $17,463.00 to FD 10 Function 8410 GASB 87 Leases
2. From Fund 40 $ 1,570.42 to FD 10 Function 8410 GASB 87 Leases

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

This will get moved by the auditor if not done before the audit.

L. Consideration to approve the renewal of the Driver's Ed vehicle leases 138

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to renew driver education vehicle leases.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

I recommend that the Board of Education approve to lease two driver's education vehicles for $325.00 per month per vehicle.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

Vehicle 1-2019 Chevy Impala
Lease amount $325/month

Vehicle 2-2022 Chevy Trax
Lease amount $325/month

M. Consideration to approve the disposal, recycling, or resale of old cheerleading practice/competition mats 140

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to dispose, recycle, or resale old cheerleading practice/competition mats.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education approve to dispose, recycle, or resale six sections of old cheerleading practice/competition mats that are no longer used."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:
These mats are not used and take up space at JHS.





N. Consideration to approve payment application #1 to Neff Colvin for JHS Door Replacement and Security Glazing

O. Consideration to approve School Improvement Plans for Lincoln and JMS for the 2024-2025 school year 142

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of School Improvement Plans

PROPOSED MOTION BY THE BOARD OF EDUCATION:
The Board of Education approves the School Improvement Plans for Lincoln Elementary and Jacksonville Middle School for the 2024-2025 school year.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	STEWART	_____	_____	TRACE	_____
_____	BEARD	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	LONERGAN	_____			

Background Information:

Lincoln and JMS received a comprehensive summative designation last year on the school report card. As a result of this designation, each school spent the past year analyzing school data, identifying areas of concern, and creating a plan to improve student outcomes. These plans detail the steps that each school will take to address the areas of concern.

School Improvement Plan

School:	Jacksonville Middle School
Year:	2024-2025
Date Completed:	May 2024
School Board Approval Date:	

School Improvement Planning Team/Guided Coalition	
Name	Title/Role
Celeste Lashmett	Principal
Charity Karr	Assistant Principal
Mark Holaway	6th Social Studies
Cathy Gibson	8th Science
Aji Croft	7th Language Arts
Kristen Shepard	8th Math
Darla Hamilton	6th Math
Karen Werries	Special Education (ED)
Sara Watret	Special Education (ID)
Lesley Dillard	Special Education Department Chair
Adrienne VanBebber	School Social Worker

School Improvement Planning Team Members:

School Administrators
Grade Level Reps

Department Reps
Student Services Rep
Special Education Reps

Continuous School Improvement Model



Identify local needs (PLANNING YEAR)

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Identify local needs (IMPLEMENTATION YEAR)

- Review composition of school leadership team
- Review composition of stakeholder advisory group
- Survey staff on implementation of school improvement plan and future professional development needs

Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA

Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

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February 2024

This step is meant to focus on the IL School Designation(s).

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. (**Elementary SIP example**, **Middle School SIP example**, and **High School SIP example**)

School Designation	Report Card Year
Comprehensive	2024-2025

Reason for Designation (e.g., CWD, all students, low income)
All Students and CWD
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?
IReady, Common Summative and EOY Assessments, 5 Essentials, Attendance Data, IQSFR surveys, Discipline Data
Based on the data source review, which areas should be a priority in this school improvement plan?
Priority 1: JMS will increase the percentage of students meeting their typical growth goal on IReady Reading from 53% to 60% in for all students and 52% to 60% for CWD as reflected in the Spring 2025 IReady Diagnostic Results report.
Priority 2: JMS will increase the percentage of students meeting their typical growth goal on IReady Math from 46% to 53% for all students and 71% to 77% for CWD as reflected in the Spring 2025 IReady Diagnostic Results report.
Priority 3: JMS will decrease the overall total chronic absenteeism (excused and unexcused 18 or more days) from 37% for the 23-24 school year to 30% for the 2024-2025 school year as reflected in the Skyward daily attendance report.

The Importance of SMART Goals

What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIMEBOUND
Definition	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
Guiding questions	Answer the "W" questions: • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal?	How much? How will I know when it is accomplished? What are indicators of progress?	What steps are necessary to achieve the goal? What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school? Will achieving this goal help our students and school? Does this match our identified need? How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline? What is the timeline to achieve this goal?

Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2024 benchmark to 45% of students on the spring 2025 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2025, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2024 to spring 2025 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2024 of 15% to a spring 2025 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2025, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2025, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2024-25 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2023-24 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2025, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2025, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2025, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2025 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2024-2025 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (Elementary SIP example, Middle School SIP example, and High School SIP example)

GOAL #1

JMS will increase the percentage of students meeting proficiency on IReady Reading from 45% to 50% for all students and 9% to 12% for CWD as reflected in the Spring 2025 IReady Diagnostic Results report.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on adult practices	By whom	Timeline
Key Activity 1: Staff will participate in professional development to improve evidence based teaching practices at the tier 1 level.	Learning Partner/ Admin	SIP days for the 2024-2025 school year.
Key Activity 2: Teachers will implement one new evidence based teaching practice into classroom instruction each quarter.	All Staff	Introduce practices quarterly SIP Days
Key Activity 3: Teachers will participate in data chats on all summative assessments to ensure mastery of PLS for all students.	All certified Staff	After all summative assessments. Admin meet quarterly with Teachers.
Key Activity 4: All teachers will help to incorporate 35-45 minutes of MyPath a week into Tier 1 instruction for both Math and Reading.	All certified Staff	2024-2025 School Year
Key Activity 5: Teachers will intentionally teach academic behaviors during homebase crimson time.	All staff	Quarterly
Key Activity 6: Teachers will re-teach Priority Learning Standards during Crimson Time, to students who did not show mastery on summative and formative assessments as reflective in their data chats.	All Teachers	Weekly
Key Activity 7: Teachers will ensure CWD will be exposed to grade level Priority Learning Standards in the least restrictive environment.	All certified Staff/LEA	Weekly common department planning with Gen Ed and Sped Teachers

What resources do you already have to support executing these key activities?

IReady, Staff trained in RtI @ Work, daily common department planning, monthly SIP Days, MTSS team supports

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant

Professional learning to support implementation of new practices	Currently – short-term expense (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds
Research- Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students By: Ruby Payne and Bethanie Tucker	One time book purchase for all certified staff	School Improvement Grant, Title One Funds
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
Grant approval		

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1:
Staff will participate in professional development to improve evidence based teaching practices at the tier 1 level.

Key Activity 2:
Teachers will implement one new evidence based teaching practice into classroom instruction each quarter.

Key Activity 3:
Teachers will participate in data chats on all summative assessments to ensure mastery of PLS for all students.

Key Activity 4:
All teachers will help to incorporate 35-45 minutes of MyPath a week into Tier 1 instruction for both Math and Reading.

Key Activity 5:
Teachers will intentionally teach academic behaviors during homebase crimson time.

Key Activity 6:
Teachers will re-teach Priority Learning Standards during Crimson Time, to students who did not show mastery on summative and formative assessments as reflective in their data chats.

Key Activity 7:
Teachers will ensure CWD will be exposed to grade level Priority Learning Standards in the least restrictive environment.

Data Source(s)/Local Assessment(s) to monitor progress of key activity:

Key Activity 1: SIP Schedule/ SIP Sign In Sheet

Key Activity 2: Fidelity Checklist/ Walkthrough Checklist

Key Activity 3: Department Data Chat forms

Key Activity 4: MyPath Usage Report

Key Activity 5: Fidelity Checklist (Google doc?)

Key Activity 6: RtI Scheduler Reports

Key Activity 7: Department Meetings/IEP Meetings

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly	Key Activity 1: Admin
Key Activity 2: Quarterly	Key Activity 2: CoalitionTeam/ Admin
Key Activity 3: Quarterly	Key Activity 3: Karr/Dept Chair
Key Activity 4: Quarterly	Key Activity 4: CoalitionTeam/ Admin
Key Activity 5: Semesterly	Key Activity 5: CoalitionTeam/ Admin
Key Activity 6: Quarterly	Key Activity 6: Karr
Key Activity 7: Quarterly	Key Activity 7: Karr/Dillard

Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:
Key Activity 6 Check-Ins	Date: Date: Date:
Key Activity 7 Check-Ins	Date: Date: Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #1?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (**Elementary SIP example**, Middle School SIP example, and High School SIP example)

GOAL #2

JMS will increase the percentage of students meeting proficiency on Math from 46% to 53% for all students and 3% to 5% for CWD as reflected in the Spring 2025 IReady Diagnostic Results report.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: Staff will participate in professional development to improve evidence based teaching practices at the tier 1 level.	Learning Partner/ Admin	SIP days for the 2024-2025 school year.
Key Activity 2: Teachers will implement one new evidence based teaching practice into classroom instruction each quarter.	All Staff	Introduce practices quarterly SIP Days
Key Activity 3: Teachers will participate in data chats on all summative assessments to ensure mastery of PLS for all students.	All certified Staff	After all summative assessments. Admin meet quarterly with Teachers.
Key Activity 4: All teachers will help to incorporate 35-45 minutes of MyPath a week into Tier 1 instruction for both Math and Reading.	All certified Staff	2024-2025 School Year
Key Activity 5: Teachers will intentionally teach academic behaviors during homebase crimson time.	All staff	Quarterly
Key Activity 6: Teachers will re-teach Priority Learning Standards during Crimson Time, to students who did not show mastery on summative and formative assessments as reflective in their data chats.	All Teachers	Weekly
Key Activity 7: Teachers will ensure CWD will be exposed to grade level Priority Learning Standards in the least restrictive environment.	All certified Staff	Weekly common department planning with Gen Ed and Sped Teachers

What resources do you already have to support executing these key activities?

IReady, Staff trained in RtI @ Work, daily common department planning, monthly SIP Days, MTSS team supports

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant

Professional learning to support implementation of new practices	Currently – short-term expense (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds
Research- Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students By: Ruby Payne and Bethanie Tucker	One time book purchase for all certified staff	School Improvement Grant, Title One Funds

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1:
Staff will participate in professional development to improve evidence based teaching practices at the tier 1 level.

Key Activity 2:
Teachers will implement one new evidence based teaching practice into classroom instruction each quarter.

Key Activity 3:
Teachers will participate in data chats on all summative assessments to ensure mastery of PLS for all students.

Key Activity 4:
All teachers will help to incorporate 35-45 minutes of MyPath a week into Tier 1 instruction for both Math and Reading.

Key Activity 5:
Teachers will intentionally teach academic behaviors during homebase crimson time.

Key Activity 6:
Teachers will re-teach Priority Learning Standards during Crimson Time, to students who did not show mastery on summative and formative assessments as reflective in their data chats.

Key Activity 7:
Teachers will ensure CWD will be exposed to grade level Priority Learning Standards in the least restrictive environment.

Data Source(s)/Local Assessment(s):

Key Activity 1: SIP Schedule/ SIP Sign In Sheet

Key Activity 2: Fidelity Checklist/ Walkthrough Checklist

Key Activity 3: Department Data Chat forms

Key Activity 4: MyPath Usage Report

Key Activity 5: Fidelity Checklist (Google doc?)

Key Activity 6: RtI Scheduler Reports

Key Activity 7: Department Data Chat forms/IEP Meetings

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly	Key Activity 1: Admin
Key Activity 2: Quarterly	Key Activity 2: CoalitionTeam/ Admin
Key Activity 3: Quarterly	Key Activity 3: Karr/Dept Chair
Key Activity 4: Quarterly	Key Activity 4: CoalitionTeam/ Admin
Key Activity 5: Semesterly	Key Activity 5: CoalitionTeam/ Admin
Key Activity 6: Quarterly	Key Activity 6: Karr

Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:
Key Activity 6 Check-Ins	Date: Date: Date:
Key Activity 7 Check-Ins	Date: Date: Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #2?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. (**Elementary SIP example**, Middle School SIP example, and High School SIP example)

GOAL #3

JMS will decrease the overall total chronic absenteeism (excused and unexcused 18 or more days) from 37% for the 23-24 school year to 30% for the 2024-2025 school year as reflected in the Skyward daily attendance report.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: For each student absence, a phone call will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. A report of daily absence will be given to administration and counselors.	Secretary	Daily
Key Activity 2: Truancy meetings will be held monthly on truant students to identify patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps. Midwest Youth Services will be invited as an additional resource. (https://www.attendanceworks.org/resources/exercises/) Will be used as an evidence based resource for interventions.	Admin, ROE Truancy Officer, Counselors, Team Teacher Representative	Monthly
Key Activity 3: SEL lessons from Success Bound will be taught at the tier 1 level addressing student time management, attendance, etc.	Counselors	Monthly
Key Activity 4: Decrease the number of 6th grade students who do not meet the October deadline for immunizations and physicals by making phone calls, sending letters, and doing home visits.	Admin, Nurse, Staff	Starting August 31st, 2024
Key Activity 5: Staff will make 2 positive phone calls home to parents each week.	All Staff	Weekly

What resources do you already have to support executing these key activities?

Truancy Document maintained by secretary & shared with Truancy Officer, Truancy hearings, Partnership with Midwest Youth Services

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)

Positive reinforcement for attendance		

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1:
For each student absence, a phone call will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. A report of daily absence will be given to administration and counselors.

Key Activity 2:
Truancy meetings will be held monthly on truant students to identify patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps. Midwest Youth Services will be invited as an additional resource. (https://www.attendanceworks.org/resources/exercises/) Will be used as an evidence based resource for interventions.

Key Activity 3:
SEL lessons from Success Bound will be taught at the tier 1 level addressing student time management, attendance, etc.

Key Activity 4:
Decrease the number of 6th grade students who do not meet the October deadline for immunizations and physicals by making phone calls, sending letters, and doing home visits.

Key Activity 5:
Staff will make 2 positive phone calls home to parents each week.

Data Source(s)/Local Assessment(s):

Key Activity 1: Skyward Report/ Truancy Document

Key Activity 2: Truancy Document/ Truancy Hearing Notes/Action Plans

Key Activity 3: Student Survey?

Key Activity 4: List of non-compliant students from nurse

Key Activity 5: All student contact log

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1:Daily	Key Activity 1: Secretary

Key Activity 2: Monthly Key Activity 3: Monthly Key Activity 4: Aug-Oct Key Activity 5: Monthly	Key Activity 2: Assistant Principal for Truancy (Roberts) Key Activity 3: Counselors Key Activity 4: Nurse Key Activity 5: Admin
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	

ILLINOIS STATE BOARD OF EDUCATION

School Improvement Plan

School:	Lincoln Elementary School
Year:	2024-2025
Date Completed:	June 1st, 2024
School Board Approval Date:	

School Improvement Planning Team	
Name	Title/Role
Sue Lovdahl	Principal
Jess Brown	First Grade
Karen Fezler	Kindergarten
Allyson Maul	Kindergarten
Ashley Crowder	Fifth Grade
Marcia Mosley	Title One
Dustin Secrist	Dean of Students
Jon Zang	Physical Education
Steph Noel	Special Education

School Improvement Planning Team Members:

School Administrators
Grade Level/Content Area Reps
TA/Paraprofessional Rep
Specials Area Staff Rep
Special Education Rep
District Administration (Intensive Support and Improvement Status)

Continuous School Improvement Model



Identify local needs (PLANNING YEAR)

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Identify local needs (IMPLEMENTATION YEAR)

- Review composition of school leadership team
- Review composition of stakeholder advisory group
- Survey staff on implementation of school improvement plan and future professional development needs

Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA

Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

ILLINOIS STATE BOARD OF EDUCATION

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February 2024

This step is meant to focus on the IL School Designation(s).

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. (**Elementary SIP example**, **Middle School SIP example**, and **High School SIP example**)

School Designation	Report Card Year
Comprehensive	2024-2025

Reason for Designation (e.g., CWD, all students, low income)
All Students

What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?
IReady, Literably, Common Assessments, 5 Essentials, Attendance Data

Based on the data source review, which areas should be a priority in this school improvement plan?
Priority 1: Provide High Quality Instruction and differentiation to All students in Reading and Math.
Priority 2: Improve Chronic Absenteeism.
Priority 3:

The Importance of SMART Goals

What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIMEBOUND
Definition	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
Guiding questions	Answer the "W" questions: • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal?	How much? How will I know when it is accomplished? What are indicators of progress?	What steps are necessary to achieve the goal? What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school? Will achieving this goal help our students and school? Does this match our identified need? How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline? What is the timeline to achieve this goal?

Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2024 benchmark to 45% of students on the spring 2025 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2025, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2024 to spring 2025 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2024 of 15% to a spring 2025 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2025, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2025, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2024-25 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2023-24 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2025, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2025, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2025, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2025 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2024-2025 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (Elementary SIP example, Middle School SIP example, and High School SIP example)

GOAL #1

Lincoln Elementary will increase the percentage of students meeting their typical growth goal from 61% on the spring 2024 IReady benchmark to 80% of students on the spring 2025 benchmark as reported by the IReady Diagnostic Results report for Reading.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on adult practices	By whom	Timeline
Key Activity 1: Professional Learning will be provided to improve high leverage practices for All Students with a focus on reading. May Include: RTI, small group learning, Integrate with prior knowledge, question and discussion, feedback, collective teacher efficacy using the 4 questions..	Learning Partner	All SIP days for the 2024-2025 school year, Weekly Staff Meetings
Key Activity 2: Implement one new high-level practice into classroom instruction each quarter. (Reading focus)	All Staff	Introduce practices quarterly SIP Days or staff Meetings
Key Activity 3: Iimplement with fidelity the IReady Magnetic Reading curriculum incorporating all instructional materials and routines.	All certified Staff	grade level check- in meetings will occur throughout the 2024-2025 school year,
Key Activity 4: Iimplement Learning Walks	All certified Staff	2024-2025 School Year
Key Activity 5: Attend RTi at Work Professional Development	All staff	August 5-7 2024

What resources do you already have to support executing these key activities?

IReady and Magnetic Reading, RTI At Work PD, Hattie's Effect Size, weekly grade level plan time, monthly SIP Days

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant
Professional learning to support implementation of new practices	Currently - short-term expenses (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

Input provided by the school selected learning partner.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Professional learning to improve evidence-based and high-leverage instructional strategies for ALL students in all instructional settings. (RTI, Small group learning, integrate prior knowledge, classroom discussion/questions, feedback, teacher efficacy.
Key Activity 2: Implement one new high-leverage strategy into classroom instruction each quarter. (Reading focus)
Key Activity 3: Implement with fidelity the IReady Magnetic Reading curriculum incorporating all instructional materials and routines.
Key Activity 4: Implement Learning Walks
Key Activity 5: Attend RTi at Work Professional Development

Data Source(s)/Local Assessment(s) to monitor progress of key activity:
Key Activity 1: Professional Development Schedule/ Professional Development Sign In Sheet Key Activity 2: Fidelity Checklist/ Administrator Checklist (Magnetic) Key Activity 3: Fidelity Checklist Key Activity 4: Learning Walk Schedule/ Fidelity Checklist Key Activity 5: Professional Development Sign In Sheet

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly	Key Activity 1: S. Lovdahl
Key Activity 2: Quarterly	Key Activity 2: CoalitionTeam/ S. Lovdahl
Key Activity 3: At the conclusion of each learning unit	Key Activity 3: CoalitionTeam/ S. Lovdahl
Key Activity 4: Throughout the 2024-2025 school year	Key Activity 4: CoalitionTeam/ S. Lovdahl
Key Activity 5: Once	Key Activity 5: KZ & TS

Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date:

	Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #1?	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (**Elementary SIP example**, Middle School SIP example, and High School SIP example.)

GOAL #2

Lincoln Elementary will increase the percentage of students meeting their typical growth goal from 54% on the spring 2024 IReady benchmark to 75% of students on the spring 2025 benchmark as reported by the IReady Diagnostic Results report for Math..

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: Professional Learning will be provided to improve high leverage practices for All Students with a focus on reading. May Include: RTI, small group learning, Integrate with prior knowledge, question and discussion, feedback, collective teacher efficacy using the 4 questions..	Learning Partners	Monthly on SIP Days, Weekly Staff Meetings
Key Activity 2: Implement one new high-level practice into classroom instruction each quarter. (Math focus)	All Staff	Introduce practices quarterly SIP Days or staff Meetings
Key Activity 3: Implement with fidelity the Envision Solve & Share curriculum instructional materials and routines. (Conduct Learning Walks, RTI At Work PD)	All Certified Staff	Monthly grade level check- in meetings with principal, colleagues at staff meetings

Key Activity 4: Implement Learning Walks	All Certified Staff	2024-2025 school year
Key Activity 5: Attend RTi at Work Professional Development	All Staff	August 5-7

What resources do you already have to support executing these key activities?

IReady and Magnetic Reading, RTI At Work PD, Hattie's Effect Size, weekly grade level plan time, monthly SIP Days

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant
Professional learning to support implementation of new practices	Currently - short-term expense (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

CO Guidance on Math expectations- following Priority Standards and Grade Level Decisions or Cover to Cover?

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Professional learning to improve evidence-based and high-leverage instructional strategies for ALL students in all instructional settings. (RTI, Small group learning, integrate prior knowledge, classroom discussion/questions, feedback, teacher efficacy.

Key Activity 2: Implement one new high-leverage strategy into classroom instruction each quarter. (Reading focus)

Key Activity 3: IImplement with fidelity the Envision Solve & Share curriculum incorporating curriculum instructional materials and routines.

Key Activity 4: IImplement Learning Walks

Key Activity 5: Attend RTi at Work Professional Development

Data Source(s)/Local Assessment(s):

Key Activity 1: Professional Development Schedule/ Professional Development Sign In Sheet

Key Activity 2: Fidelity Checklist/ Administrator Checklist (Envision)

Key Activity 3: Fidelity Checklist

Key Activity 4: Learning Walk Schedule/ Fidelity Checklist

Key Activity 5: Professional Development Sign In Sheet

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly Key Activity 2: Quarterly Key Activity 3: At the conclusion of each learning unit Key Activity 4: Throughout the 2024-2025 school year Key Activity 5: Once	Key Activity 1: S. Lovdahl Key Activity 2: CoalitionTeam/ S. Lovdahl Key Activity 3: CoalitionTeam/ S. Lovdahl Key Activity 4: CoalitionTeam/ S. Lovdahl Key Activity 5: KZ & TS

Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #2?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. (**Elementary SIP example**, Middle School SIP example, and High School SIP example)

GOAL #3 – OPTIONAL

A student is truant under IL law when a student is absent more than 9 school days (5% of regular attendance days) without valid cause. In 2023-2024, our school had 45% of students in the chronic absenteeism category. Our goal is to decrease the overall total chronic absenteeism by at least 20% bringing it to 36% as measured by the December & May reports for the 2024-2025 school year.

244 enrolled 110 truant

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: Truancy Task force will meet biweekly to review the attendance report and report patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps.	Principal, Dean of Students, Social Worker, designated teacher/paraprofessional team, nurse	Biweekly
Key Activity 2: For each student absence, communication will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. After 2 unexcused absences, the assigned staff member will make contact with parent/guardian.	Secretary, assigned staff member, Principal, Dean of Students,	As needed
Key Activity 3: Monthly teams will provide school wide SEL.	All Staff	Monthly
Key Activity 4: Involvement (attendance-based FB posts, family events with purpose)	All Staff	Quarterly

What resources do you already have to support executing these key activities?

Truancy Document maintained by secretary & shared with Truancy Officer, bi-weekly unexcused absence report for truancy task force

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Positive reinforcement for attendance?		
Budget for wrap around services- clothes, hygiene closet, alarm clocks?		
Home visit stipend (evidence based practice :) ?		

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:
What does the data tell us about student success and areas of concern?
What does the data tell us about staff practice progress?
What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Truancy Task force will meet biweekly to review the attendance report and report patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps.
Key Activity 2: For each student absence, a phone call will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. After 2 recorded unexcused absences, the Principal or Dean of Students will call, message, in person contact, email.
Key Activity 3 :SEL component Life Skills (https://www.attendanceworks.org/resources/exercises/) resources
Key Activity 4: Community Involvement (FB page, Family events w purpose)

Data Source(s)/Local Assessment(s):	
Key Activity 1: Skyward Report/ Truancy Document/ Truancy Task Force meeting notes Key Activity 2: Skyward Report/ Truancy Document/ TTF Student communication logs Key Activity 3: Monthly SEL plans Key Activity 4: Sign-In Sheets	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1:Biweekly Key Activity 2: Biweekly Key Activity 3: Monthly Key Activity 4: Quarterly	Key Activity 1:Truancy Task Force Key Activity 2:Truancy Task Force Key Activity 3:Truancy Task Force Key Activity 4:Truancy Task Force
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date:

	Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check=Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	

P. Consideration to approve School Title Plans for Elementary and JMS for the 2024-2025 school year 172

CONSENT ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of School Title Plans

PROPOSED MOTION BY THE BOARD OF EDUCATION:
That the Board of Education approve Elementary and JMS Title Plans for the 2024-2025 school year as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	STEWART	_____	_____	TRACE	_____
_____	BEARD	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	LONERGAN	_____			

Background Information:

Each plan was updated with current school data and building plans for improvement. These plans must be approved each year for the Title Grant.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Eisenhower Elementary School		
RCDT:	46 -069 -1170 -22 -2001		
Principal:	Tim Chipman		
Address:	1901 W. Lafayette Avenue		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5107		
Email address:	tchipman@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024-2025			

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District #117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Tim Chipman	Principal
Alyson Karsgaard	Dean of Students
Emily Bumgarner	EL Teacher
Jill Alexander	Title 1 Reading Teacher
Melissa Bourne	Primary Teacher
Shanon Keller	Intermediate Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
   1. Special Education
   2. Title 1
   3. EL Students
   4.
   5.

3. Conduct a comprehensive needs assessment of the entire school:
   a. Include a copy of the document used to conduct the assessment.

Sample available at http://www.cde.state.co.us/FedPrograms/consapp/na.asp.

Needs Assessments:

- Eisenhower School Family Survey (May 2024)*
- Eisenhower School Faculty/Staff Survey (May 2024)*

*Copies submitted via Title 1 Crate.

Needs Assessments

Based on the school's End of Year Parent Survey (33 responding families), 73% of families Strongly Agree they feel welcome at Eisenhower School; 21% of families Agree they feel welcome at the school. When asked about their student(s) feeling prepared for the next grade level, 99% indicated they do feel their student(s) is prepared. When asked if the work at their student's(s') school is challenging, 88% agreed that work is appropriately challenging.

The Eisenhower Parent Teacher Advisory Council (PTAC) held quarterly meetings throughout the 2023-2024 school year.

Academic Data

Data shared in Title 1 Crate: see Eisenhower Benchmark Data 23/24

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2024	83.3	6.2	4.6	n/a	n/a	n/a	3.3

Based on the data provided, the following plan has been developed to improve achievement among students at Eisenhower Elementary.

2023-2024:

EISENHOWER SCHOOL GOALS 2023-2024

"SET THE CONDITIONS: THE YEAR WE SELF-REFLECT"

STRENGTHENING THE ACADEMIC CORE (TIER 1)

- Weekly Teacher Team meetings (stated and built into schedule)
  - Common agenda
  - Common emphasis on Priority Learning Standards
  - Analysis of one ELA assessment per quarter (movement toward Common Assessments)
- Progress Monitoring and Collection to establish baseline
  - In Grades K-2: iReady (Reading and Math), Literably
  - In Grades 3-5: iReady (Reading and Math), Literably

STRENGTHENING THE SOCIAL/EMOTIONAL CORE (TIER 1)

- Common Expectations
- Common Language
- Common Data Collection

4. Describe schoolwide reform strategies in narrative form to include the following:
    a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Eisenhower Elementary provides a standards aligned curriculum to all students. The teachers utilize differentiation and a multi-tiered approach to classroom instruction. As a district, we have implemented an MTSS/RtI process carried out through our Decision Making Guidelines. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher. A master building schedule includes; 90 minutes of ELA, 40 minutes of Writing, 60 minutes of Math, 30 minutes of Social Studies and Science, 20 minutes of RtI time, and 25 minutes of PE daily. It also includes 25 minutes a week of Music, Library, Art, and Computer instruction. The master schedule staggers reading and math instruction from grade level to grade level. This allows our students who need additional supports to receive that extra instructional time outside of the core instruction in the classroom, essentially allowing for a “double dip” of instruction.

We currently have one Title I Reading interventionist, two Special Education Resource teachers, a shared EL teacher, one and a half Speech Pathologists, and a part time Social Worker for students.

Students are offered opportunities to complete in a regional Geography Bowl.

Each grade level has access to a classroom cart of Chromebooks. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with school personnel, including the Principal and Title 1 teacher, on a weekly basis. Grade levels partner together in order to grouped students accordingly.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our Eisenhower School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. This leaves little time for our SSW to see other (non-special education) students, though our SSW strives to do what she can. There are also times of the year that we ask her to push in and do classroom lessons for the entire school.

Eisenhower Elementary is fortunate to collaborate with the Jacksonville Pilot Club as business partner, which sponsors our monthly character education awards. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

To raise awareness of postsecondary education and workforce opportunities for our students, Eisenhower Elementary utilizes field trips to provide experiences to our students. Teachers frequently have parents come in and give presentations to students about their careers. We are fortunate to have the University of Illinois Extension office provide lessons on agriculture and nutrition to our students through "Ag-cited" and "Organ Wise." Through a partnership with Hadden Farms, fourth-grade students experience monthly "Ag in the Classroom" activities which culminate with a local field trip to Hadden Farms.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Over the course of the year, Eisenhower Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of "Be respectful, be responsible, be safe," students were routinely reminded of behavioral expectations over the course of the school year. Our school motto was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Four major quarterly rewards were offered to students on level.

Monthly themes helped shape behavioral focus. For example, in the month of March, each classroom teacher selected one student to be recognized as a "Be A Problem Solver" award recipient. Each month's winners were publicly recognized and awarded at an all-school assembly.

The district's provision of a Dean of Students greatly helps in addressing issues with behavior. The Dean spent time building relationships with the students and staff. As able, she observed in classrooms and provided feedback to teachers regarding student behavior during lessons.

Eisenhower Elementary utilizes the MTSS process set forth by the school district. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher.

The district has also created an alternative learning environment for students with behavioral issues in lieu of suspensions. Crossroads Learning Center provides students with both academic and social supports to increase school success.

Along with all the above activities and supports, Eisenhower also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders.

BEHAVIOR REPORT

2023-2024:

Total Referrals 273

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

At the district level, professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA and Math standards and the accompanying district-generated EOY assessments. Common end-of-year tests were also edited and proctored for the third year in a row. The latter part of the school year organized our elementary teachers into small groups for professional development centered around our new ELA curricular resources, *Magnetic.* At Eisenhower in particular, our Guiding Coalition (leadership team), concluded a yearlong book study of Jon Gordon's *The Power of a Positive Team.*

Teachers new to the district are offered two days of New Teacher training before teacher institute and provided a mentor. Individual teachers participated in sundry PD opportunities.

The building principal, a National Board Certified Teacher, has completed participation in a learning cohort called the National Institute of School Leadership. The National Institute for School Leadership (NISL) is the leading provider of high-quality, research-based leadership development programs designed to give district and school leaders the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Jacksonville, Illinois has a variety of preschool programs in the area that help families prepare their students for the transition to Kindergarten. The Early Years Program is affiliated with Jacksonville School District #117, and serves many students who will attend South Elementary. This May, we were delighted to again offer an in-person Kindergarten Preview Night to "rising" kindergarten students and their families. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

Throughout the school year, representatives from Eisenhower School participated in the collaborative Pre-K/K meeting sponsored by the Early Years Program at Central Office.

Eisenhower Elementary also provides information to families via the school website and Facebook page.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY
Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION
If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL
Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION
Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS
A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS
Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
    - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

2024-2025/SCHOOL INFORMATION

School Name:	Lincoln Elementary School		
RCDT:	010691170222006		
Principal:	Ms. Sue Lovdahl		
Address:	320 West Independence		
City, ZIP code:	Jacksonville Il. 62650		
Telephone:	217-245-8720		
Email address:	slovdahl@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2023-24	86.1%	Y	

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District #117
Superintendent:	Mr. Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Sue Lovdahl	Principal
	Dean of Students
Karen Fezler Allyson Maul	Kindergarten team
Claudia Pitchford Marcia Mosley	Title I team
Jess Brown Jess Brown	1st grade team
Drew Comstock Samantha Gregory	2nd grade team
Jody Haskell Samantha Carbonell	3rd grade team
Sharon Smith Erin Bauler	4th grade team
Austin Crowder Ashley Crowder	5th grade team
Andrea Floyd	Intermediate LD Resource
Steph Noel	Primary LD Resource
Madeline Boyd	Social Worker
Rebecca Erickson	Psychologist
Dorothy Fernandes	Speech and Language
Stacy Farmer	ELL

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Special Education
2. Title I
3. ELL services

3. Conduct a comprehensive needs assessment of the entire school:

- **a. Include a copy of the document used to conduct the assessment.**
- **b. Sample available at http://www.cde.state.co.us/FedPrograms/consapp/na.asp.**

Parent Needs Assessment Survey (Appendix ___): A review of parent survey results shows that

1. 77.1% of parents feel teachers have good communication.
2. 72.9% of parents feel satisfied with the level of academic support from Lincoln.
3. 64.9% of parents feel satisfied with the level of emotional support from Lincoln.
4. 72.9% of parents feel discipline is handled effectively.

Student Needs Assessment Survey (Appendix ___):

1. 87% of students feel as though the instruction at Lincoln is ambitious and that they are held to high standards

2. 99% of students reported feeling supported by peers in the area of academic work

3. 75% of students described a positive teacher-student trust relationship

4. 69% of students feel that safety is held to a high standard at Lincoln.

The data from our student surveys helps drive our action plan here at Lincoln. We consider what our learners feel and observe and will be addressing their perspectives throughout our Title I and school plan.

4. Describe schoolwide reform strategies in narrative form to include the following:
provide opportunities for all children, including each of the subgroups of students (as defined in section 111(c) (2)) to meet the challenging State academic standards;

a. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
b. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Lincoln Elementary school is one of six elementary student attendance centers in Jacksonville School District 117. It is located on the Northside of Jacksonville within the city limits and has a total enrollment of 268 students. Data from SKYWARD show that the racial/ethnic background of our student population is 50% White, 22.8% Black, 5.2% Hispanic, 0% Native Hawaiian/Pacific Islander, 0% Native American, and 21% of two or more races. Lincoln has a low income rate of 86.1% which makes it the elementary attendance center with the second highest rate of poverty. The incidence rate of students with Individualized Education Programs (IEPs) is 26%. Four percent of students are categorized as English Language Learners. Finally, Lincoln has a mobility rate of 15% and 3.7% of students were reported as being homeless. The percentage of students who miss 10% or more of school days per year regardless of excused or unexcused is 38%. This has an impact on our student learning.

There are several school reform strategies that aim to provide opportunities for all children, including those who are black, low income, have Individualized Education Programs (IEP), are English Language Learners (ELL), or belong to multi-racial backgrounds, to meet challenging State academic standards. Here are some commonly implemented strategies that Lincoln Elementary will continue to enhance and utilize:

1. **Equity-Based Approach:** Lincoln has adopted an equity-based approach to education, ensuring that all students have access to high-quality resources, materials, and instructional practices that support their learning. This approach aims to address the opportunity gaps that exist among different student populations.
2. **Culturally Responsive Teaching:** Teachers at Lincoln have been trained and implement culturally responsive teaching practices that recognize and value the diverse cultural backgrounds and experiences of students. This approach helps create inclusive and engaging learning environments where students' identities are affirmed and their academic success is promoted.
3. **Differentiated Instruction:** Lincoln teachers utilize differentiated instruction techniques to tailor teaching methods, materials, and assessments to meet the individual needs and learning styles of students. This approach allows teachers to provide appropriate support and challenge for all students, including those with IEPs and ELLs.

4. **High-Quality Professional Development:** The District as well as Lincoln itself, offers ongoing, high-quality professional development opportunities for teachers and school staff. We would like to continue to focus on strategies for effectively engaging and supporting diverse student populations, including strategies for addressing the unique needs of black students, low-income students, students with IEPs, ELLs, and multi-racial students. Prior to the beginning of the 2024-2025 school year, the Lincoln Staff will be implementing the RTI At Work professional development for all staff members on August 6th, 7th, and 8th. The Lincoln Staff would like to develop Professional Development for Pursuing Instructional Excellence: Developing High-Quality Questioning, Classroom Discussion and Student Engagement Practices.
5. **Early Intervention and Support:** Through the use of our District wide MTSS program, teachers can implement early intervention programs and support services to identify and address learning challenges at an early stage. This includes interventions for academic, social-emotional, and behavioral support, ensuring that all students receive the necessary assistance to succeed.
6. **Family and Community Engagement:** Foster strong partnerships between schools, families, and the community is a School Improvement Goal for the upcoming 2024-2025 school year. We would like to encourage family involvement in their children's education, provide culturally relevant outreach programs, and collaborate with community organizations to support students' academic success. Lincoln Elementary would like to kickoff the year with an informational Open House where families can not only visit classrooms but attend an informational meeting.
7. **Data-Driven Decision Making:** Through the use of Problem Solving and grade level team meetings, teachers will use data to identify achievement gaps among different student populations and inform instructional practices. Teachers will regularly assess student progress, track growth, and analyze data to ensure targeted interventions and adjustments to instructional strategies.
8. **Extended Learning Opportunities:** Lincoln Elementary provides after-school programs through the Boys and Girls Club, and tutoring services through the District summer school program, to support students who may require additional academic assistance or enrichment activities.
9. **Collaboration and Professional Learning Communities:** Lincoln Elementary will continue to encourage collaboration among teachers, administrators, and support staff to share best practices and collectively address the needs of diverse student populations. Establish professional learning communities where educators can collaborate, reflect, and continuously improve their instructional practices. This will be done through collaborative planning time with grade level partners and meetings with the administrator.

Adopting Priority Learning Standards and creating common assessments are important steps towards strengthening the academic program and ensuring consistent expectations for all students. Lincoln has developed a master schedule that optimizes instructional time throughout the day and allows for Title and Resource to pull students so they will not miss CORE instruction. The schedule also incorporates dedicated collaborative planning time for grade level teachers to come together and discuss planning strategies and analyze data from common assessments. Additionally, Response to Intervention (RTI) has been integrated into the schedule, providing designated intervention time to support teachers in addressing the needs of students requiring extra assistance.

Addressing the needs of all children in the school, especially those at risk of not meeting challenging state academic standards, requires a comprehensive and targeted approach. Here are some strategies Lincoln will continue to practice and approve upon implementation:

1. **Data Analysis and Targeted Interventions:** Collect and analyze data on student performance to identify those who are at risk of falling behind. Utilize formative assessments, standardized tests, and other measures to

pinpoint areas of weakness. Develop targeted interventions and provide additional support in those specific areas to help struggling students catch up.

2. **Response to Intervention (RTI) Framework:** Implement an RTI framework that includes multiple tiers of support. Provide high-quality core instruction to all students, while offering increasingly intensive interventions for those who need additional assistance. Monitor students' progress regularly and adjust interventions accordingly.
3. **Individualized Education Plans (IEPs) and Accommodations:** For students with disabilities or special needs, develop IEPs that outline specific goals, accommodations, and services to meet their unique learning requirements. Ensure that teachers are aware of and implementing the accommodations effectively.
4. **Differentiated Instruction:** Employ a variety of instructional strategies, materials, and activities to meet the diverse needs of students. Differentiate instruction based on learning styles, abilities, and interests, allowing for personalized and targeted learning experiences.
5. **Small-Group and Individualized Instruction:** Provide opportunities for small-group instruction and one-on-one support for students who require additional attention. This allows for more focused instruction and tailored assistance.
6. **Social and Emotional Support:** Address the social and emotional needs of students through counseling services, character education programs, and the promotion of a safe and inclusive school climate. Provide appropriate interventions to help students overcome emotional barriers to learning.
7. **Progress Monitoring and Continuous Assessment:** Continuously monitor and assess students' progress to identify areas of growth and areas that require additional support. Use a mix of formative and summative assessments to measure learning outcomes and adjust instruction accordingly.

By implementing these strategies, Lincoln Elementary will be able to effectively address the needs of all children, especially those at risk of not meeting challenging state academic standards. It is crucial to foster a collaborative and supportive learning environment that values the unique strengths and challenges of each student, ensuring they receive the necessary support to succeed academically.

The planning team at Lincoln Elementary School is currently evaluating the school-wide curriculum instruction with consideration to the following categories:

- The data from 2022-2023 and 2023-2024 has proven that tier 1 instruction is an area of concern for several grade levels. Tier 1 instruction support using research driven best strategies will be the focus of reform strategies.

Strategies for Tier 1 Instruction

Improving tier one instruction at Lincoln Elementary School is crucial for promoting student success and achievement. Here are some reform strategies that can help enhance tier one instruction:

1. **Data-Driven Instruction:** Collect and analyze student data to identify areas of strength and weakness. Use this information to tailor instruction to meet individual student needs. Regularly assess students' progress to ensure targeted interventions are implemented when necessary.
2. **Differentiated Instruction:** Recognize that students have diverse learning needs and abilities. Differentiate instruction by providing a variety of instructional materials, strategies, and assessments to meet the individual needs of students. This ensures that all students have access to rigorous and meaningful instruction.

3. **Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their instructional practices. Focus on effective teaching strategies, content knowledge, classroom management techniques, and the use of instructional technology. Encourage collaboration among teachers to share best practices and learn from one another.
4. **Co-Teaching and Collaboration:** Encourage collaboration and co-teaching among general education teachers, special education teachers, and other specialists. This allows for the sharing of expertise and resources, and the implementation of inclusive instructional practices that support all students.
5. **Positive Classroom Climate:** Create a positive and inclusive classroom climate that promotes engagement, respect, and a sense of belonging. Implement behavior management strategies that support positive behavior and address any disruptive behaviors promptly and effectively. Foster a supportive and caring learning environment.
6. **Engaging Instructional Strategies:** Utilize a variety of research-based instructional strategies that actively engage students in the learning process. Incorporate hands-on activities, cooperative learning, problem-solving tasks, and technology tools to enhance student engagement and understanding.
7. **Curriculum Alignment:** Ensure that the curriculum is aligned with standards and learning goals. Regularly review and update the curriculum to reflect best practices and meet the needs of the students. Provide teachers with the necessary resources and materials to effectively implement the curriculum.
8. **Family and Community Engagement:** Involve families and the community in supporting student learning. Communicate regularly with parents and provide them with resources and strategies to reinforce learning at home. Collaborate with community organizations to provide additional learning opportunities and support for students.
9. **Monitoring and Support:** Establish a system for ongoing monitoring and support of tier one instruction. Regularly observe and provide feedback to teachers, conduct walkthroughs, and use data to assess the effectiveness of instructional practices. Offer support and professional development to address areas of improvement.
10. **Continuous Improvement:** Promote a culture of continuous improvement by encouraging teachers to reflect on their practice, seek feedback, and engage in professional learning communities.

Regularly review and refine instructional practices based on evidence and student outcomes.
Implementing these reform strategies can contribute to the improvement of tier one instruction At Lincoln Elementary School, leading to enhanced student learning and achievement will be a building-wide goal.

5. **Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

School Social Work Services: A school social worker is assigned to Lincoln 3 days a week. She sees students with IEP (Individualized Education Plans) social work minutes as the first priority. The school social worker saw approximately 40 students (IEP and no-IEP) on a weekly basis during the 2024-2025 school year. According to data provided by the MTSS process and behavioral referrals, we are not meeting the emotional needs of our students. It is estimated that 80% of our students could benefit from Social Work Services. We need a full-time social worker at Lincoln.

SASS/CARES: CARES calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 3 months after as needed. During the 2023-24 school year, 3 SASS calls were made. One threat assessment and 11 suicide risk assessments with subsequent parent contacts to follow-up were also made.

MTSS: Intervention supports are implemented for students who have been referred for academic or behavioral

needs. Data are collected regarding the effectiveness of the intervention support for the students. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher and or Title I teacher. (See Section 7, School-wide Tiered Model and Early Intervening Services, for more information about MTSS.) Lincoln currently has 3 full time Special Education teachers and two full time Special Education aides. Currently, The Special Education teachers service 24,000 minutes per year. We have a Speech Therapist that services students 4 days a week.

Crossroads Learning Center: Lincoln was able to utilize the Crossroads Learning Center as an option for students who meet the three school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Lincoln Elementary School 1st grade will continue to implement a career research project into their writing/social studies curriculum for the 2024-2025 school year.. During this time guest speakers come to the school and discuss their job. Our goal is to invite community members that went to college and members that perform a trade. Students will see a variety of jobs that work together to make our community run smoothly. These professions include: police officer, firefighter, nurse, chef, farmer, mechanic, coach, mayor, postal worker, and more. Students prepare questions to ask the guest speakers in order to better understand their profession and how they play a role in the community. The job of the student is to learn more about the education and skills necessary to pursue these professions in the future.

The Jacksonville School District begins creating awareness of potential careers in first grade. They complete a unit on careers in the spring and then travel to the Children's Museum in Springfield, where they have an opportunity to role play and create their own "On the Job Training."

The University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year this is provided to 4th grade students. This is a monthly program and at the end of every year students take part in a field trip for a hands-on experience. At the end of the year, the fourth grade students also research careers and have a career day to present various careers to the class.

At Lincoln Elementary, the staff holds students to high academic and behavioral expectations. By the end of the year, these expectations are connected to future life goals for our students by having a STEAM/career themed day during the final week of school. Students explore activities utilizing various science, technology, engineering, art, and math skills they have been learning all year. Students are taught to be mindful of ways those skills will prepare them for future careers and success as adults.

7. Specify any activity information regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Schoolwide Tiered Model and Early Intervening Services

As stated previously, Lincoln implements MTSS on a schoolwide basis. The goal of the MTSS process is to

determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. Data –Based Functional Assessment Problem Solving, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instructional and classroom management. The focus of the problem-solving process is within the "instructional environment" and not just on the individual student of concern. This process consists of:
    a. Defining the problem, i.e., problem analysis, to determine why a student is not making academic or behavioral progress;
    b. Developing and implementing an intervention plan that includes specific goals, interventions, evaluation strategies and decision rules or criteria for determining if there has been a successful resolution of "the problem"; and
    c. Evaluating the plan by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.

2. MTSS Teams at Lincoln consist of the Principal who coordinates the meetings, sends out invitations, serves as facilitator, and manages all paperwork, the Principal, classroom teacher, special education resource teacher, and parent/guardian. Additional people are invited to attend as needed, such as social worker, school psychologist, speech and language teacher, or EL coordinator.

With regard to preventing and addressing problem behavior, Lincoln has the following in place:

Tier 1

School-wide behavior Expectations: As the school year begins, parents are given a Student Handbook which clearly outlines expectations and procedures for a successful and positive educational experience. Parents are made aware of tiered consequences for behaviors and are asked to sign off on receiving and reading the handbook. Usually at the beginning of each semester, students are rotated through stations located throughout the school to teach hallway, bathroom, lunch, recess, transition, arrival, and dismissal procedures. Our entire staff is highly encouraged to be CPI trained. A Dean of Students position was created to begin in the 2016-2017 school year for Lincoln. Through that position, a universal referral form was created and behavior documentation has taken place.

In a normal year, we begin each day with all students and staff in the gym for a morning meeting, during which time, shout outs for jobs well done, reminders for why we are here, and repetition of our Lincoln School Pledge, and the Pledge of Allegiance take place. We also implemented a school wide Social Emotional Learning Plan where we focus on one characteristic per month. Teachers were then planning and instructing lessons based on the characteristics for the month while utilizing various SEL strategies daily in their classroom to help students learn to identify and manage their emotions. Our classroom teachers also use Classroom Dojo to track positive and negative behavior points throughout the day. Parents have access to this information. Data has shown that during the 2023-2024 school year we had an average of 83.7% of our students who remained referral free per quarter. Referral free students are rewarded on a weekly, monthly, and quarterly basis. Referral free recognition will continue during the 2024 - 2025 school year. There are monthly Dojo rewards for students having the classroom required percentage of positive points. District wide parent/teacher conferences are held twice a year. The Guiding Coalition Team at Lincoln would like more information on creating the Ron Clark Academy House system. The house system is designed to promote character building, academic success, school

spirit and a family atmosphere. The psychologist at Lincoln would like to build a student mediation team to assist the school community in conflict resolution skills.

Tier 2

Continuous data from the 2023-2024 school year provided us with weekly, monthly, and quarterly information on our students, showing that on average, 83.75% of our students remain referral free per quarter. For the other 16.25% of students, classroom teachers have used the following things this past year: think sheets, parent communication and informal conferences, and individualized classroom behavior interventions, such as tally charts, talking tickets, individualized reward incentives, and time for time. The Dean of Students used graduated consequences such as conferencing, responsibility centered discipline levels, in-school solutions, problem solving, lunch detentions, office or after school detentions, Change Your Words/Change Your Mindset Think Sheets and counseling, direct teaching of anger management strategies, both In-school and Out-of-School Suspensions, parent communication and conferencing, Chart Moves, Break Cards, and Check In/Check Out with individualized goals. Social/Emotional Learning Groups were also utilized this year for those students who needed further support beyond the Tier 1 level. The use of MTSS meetings provided the opportunity to review data for students. Teachers who had identified students within their classrooms who were in need of assistance began interventions and discussed these students/interventions at team meetings. These teams suggested possible interventions that could be used in the classroom setting and help the teacher analyze data on these interventions as they were used.

The school also continued to use the Crossroads Learning Center as an option for students who met the three or more school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

The above procedures and interventions will continue during the 2024-2025 school year.

Tier 3

The school continued to use the MTSS process for those students who were identified as possibly needing further evaluation for Behavior Intervention Plans or IEPs.

With regard to preventing and addressing problem behavior, Lincoln has the following needs for the 2024-2025 school year

Tier 1

Looking ahead, the following needs have been identified for the 2024-2025 school year. Continued professional development training is needed on improving classroom management and the use of Social Emotional Learning strategies, activities, and lessons. With the purchase of the new Second Steps program, we hope to improve this area. Our recess and cafeteria personnel will need additional training on consistent and age appropriate activities, expectations, and consequences.

Lincoln Elementary needs to continue to develop ways to encourage and plan for community involvement and parent collaboration throughout the year. We would like to see the implementation of quarterly Parent Academies on various topics. In addition we would like to utilize parent and community volunteers so that our students have more access to activities, sports, and clubs.

Tier 2

Going forward to the 2024-2025 school year, we have identified the following needs. We will rely on the continuous analysis of behavior data to be done as well as the identification and implementation of possible changes. The formation of a team to work with the Dean on these things has been useful this past year. However, the need for a universal behavior tracking tool to be used in classrooms is evident. The Dean of Students was able to be more present the past year in the classroom to assist with classroom management strategies and techniques, and the development and

monitoring of SEL target skill groups, peer mediation groups, and leadership development groups. In addition, we would like to see our social worker, resource teachers, and school psychologist, also have time to assist with observations and suggestions in the classroom for our Tier 2 students. Many of our students need to have adult role models that can be available for them. We would like to develop and implement a teacher mentorship program for the coming year along with peer mentoring for primary students by an intermediate student.

Tier 3

Lincoln Elementary is in need of a full time Social worker to meet the needs of our students in the 2024-2025 school year. Our Tier 3 students are allotted minimal time from our part-time Social worker and due to emergencies and other responsibilities, those minutes are often less than they need. Our students could also benefit from a full time school psychologist in that more thorough Functional Behavior Assessments could be completed and better Behavior Intervention Plans could then be developed. Next year, we also need for our teachers to be trained on the implementation and follow through of Behavior Intervention Plans for the students in their classrooms.We continue to need staff trained and refreshed on Crisis Prevention Intervention (CPI) training and Ukaru.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Our professional development plans for the 2023-2024 school year will continue to focus on classroom management and the implementation of SEL with the addition of refining the MTSS process at Lincoln. Improving classroom management and the use of SEL will assist in boosting Tier 1 instruction along with enhancing the response to intervention.. Lincoln will use Second Steps as an SEL curriculum which will include training and support materials to ensure proper implementation.

The following books are books of interest that may be used for Professional Development to enhance instruction at Lincoln and improve the achievement gap among all students:

- Taking Action: RTI At Work
- Fostering Resilient Learners
- The Power of Our Words
- Teaching Students to Drive Their Learning: A Playbook on Engagement and Self-Regulation,

Jacksonville School District has adopted Envision 2.0 as the official guide to use to teach the math priority standards. Professional development will be provided for new teachers to the building.

IReady and Magnetic Reading will be implemented with fidelity across the district beginning in the fall of the 2024-2025 school year. Professional development has already been provided and will continue throughout the next school year.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Lincoln Elementary School works with the local preschools along with parents to assist students in the transition from Pre-K to Kindergarten. One way in which students transition to Kindergarten is through a Kindergarten preview night held in the spring. This is an opportunity for the incoming Kindergarten students and families to meet the Kindergarten teachers and tour the building. Lincoln Elementary also has a school wide meet the teacher night for parents to come see their child's classroom and meet their child's teacher held in August before school starts. As a district, kindergarten

teachers have created a checklist of skills children should have as they enter kindergarten. This list is shared with the preschools in the area and given to parents at the kindergarten preview night. Kindergarten teachers gather information to prepare for the upcoming year by meeting as a team on students with specific needs and observing them in their preschool classes. Another method used to help transition students is to work with some of the local preschools to receive documentation on incoming students regarding their strengths and areas to work on, as well as a need for any services. This communication with the preschool program also provides parents information about school registration.

Lincoln Elementary School would like to provide more support to students entering Kindergarten. Due to the lack of preschool attendance by a portion of entering kindergartners, Lincoln School would like to provide a transitional classroom to support students who are not meeting kindergarten readiness skills as outlined by the KIDS assessment. Another way to provide more support would be to extend the communication that is shared with the local preschools to include the local daycares with preschool programs as well. This communication would include registration information, dates of preview and meet the teacher nights, and expectations for upcoming Kindergarteners at Lincoln Elementary School. With extended communication with the daycares and preschools, the parents will have information that is important for their incoming students. One way of closing the communication gap is to continue to have school staff members going to visit the daycares and preschool programs, as well as staff attending a family night that is hosted at the preschool programs. Another way to help with the transition would be to provide more assistance in the classroom such as a classroom aide, more volunteers, or a long term sub for the first month of school to help transition the students into school. The help from staff or volunteers would ensure that the needs of each student are being met during this time of learning. Lincoln Elementary would also like to increase the amount of social-emotional support that is available to the students. Kindergarten teachers will have access to sensory tools such as weighted blankets, fidget tools, and pressure activities. Using these tools to help students regulate their emotions, kindergarten teachers will continue to teach calming techniques and implement strategies based on the SEL practices of Conscious Discipline. Another service that Lincoln school would like to provide to students is a push-in speech and language schedule and speech screening. At Lincoln Elementary we have a high percentage of students that require speech and language services; with a speech instructor pushing into the classroom, the students could be supported and language could build in the classroom setting. A speech screening for incoming students would identify what supports would need to be put into place to make the children the most successful.

Lincoln Elementary would like to strengthen the communication between the parents and the school as well. One way we can continue to foster the communication between school and home is by having a Kindergarten parent night to check in with families to make sure their students' needs are being met. Other ways we would like to strengthen this relationship would be to have a parent liaison, make home visits, and family activities at school, such as breakfast with a buddy. In 2024-2025, we will utilize the classdojo website to share work and progress with families on a student portfolio. With these supports Lincoln Elementary will better support students that are transitioning from Preschool to Kindergarten.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY
Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION
If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which

less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL
Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION
Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS
A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS
Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
    - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local

educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

iii. transportation to and from such programs.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Addendum
Possible Title 1 Budget Items

- **Title 1 Math Plan:** Students in grades K-5 who are below benchmark in math, according to IREADY, classroom performance, and teacher observation, would receive Tier 2 and Tier 3 mathematics interventions provided by Title 1 math interventionists. Materials and curriculum for this program would be purchased using Title 1 funds. The percentage of students in grades K-4 during the 2023-2024 school year that are below grade level in math and would be targeted next year with Title 1 math is 44%. Possible funds could be used for teacher coaching as well.
- Increased parent involvement money for books, family night treats and staff members that work beyond their three required evenings. In order to instill a love of reading in our students, the Lincoln staff would like to provide books to students on a monthly basis in order to build a home library.
- Hire an RTI aide to assist with student and classroom interventions.
- PBIS rewards to assist with behavior management, truancy, culture, and climate.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Murrayville-Woodson Elementary		
RCDT:			
Principal:	Emily English		
Address:	307 Masters Street		
City, ZIP code:	Murrayville, Il 62668		
Telephone:	217-882-3121		
Email address:	eenglish@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024 - 2025	48%		

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District 117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Emily English	Principal, Parent
Erica Helmich	Kindergarten
Mary Parks	First Grade, Parent
Robin Casler	Second Grade
Angel Ewing	Third Grade
Abby Crow	Fourth Grade
Lisa Horton	Fifth Grade, Parent
Amanda Braley	Dean of Students
Monica Dixon	Physical Education
Lara Morrison	Interventionist
Miranda Beddingfield	Special Education
Pam Waggener	Special Education
Tammie Powell	Special Education

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
   1.
   2.
   3.
   4.

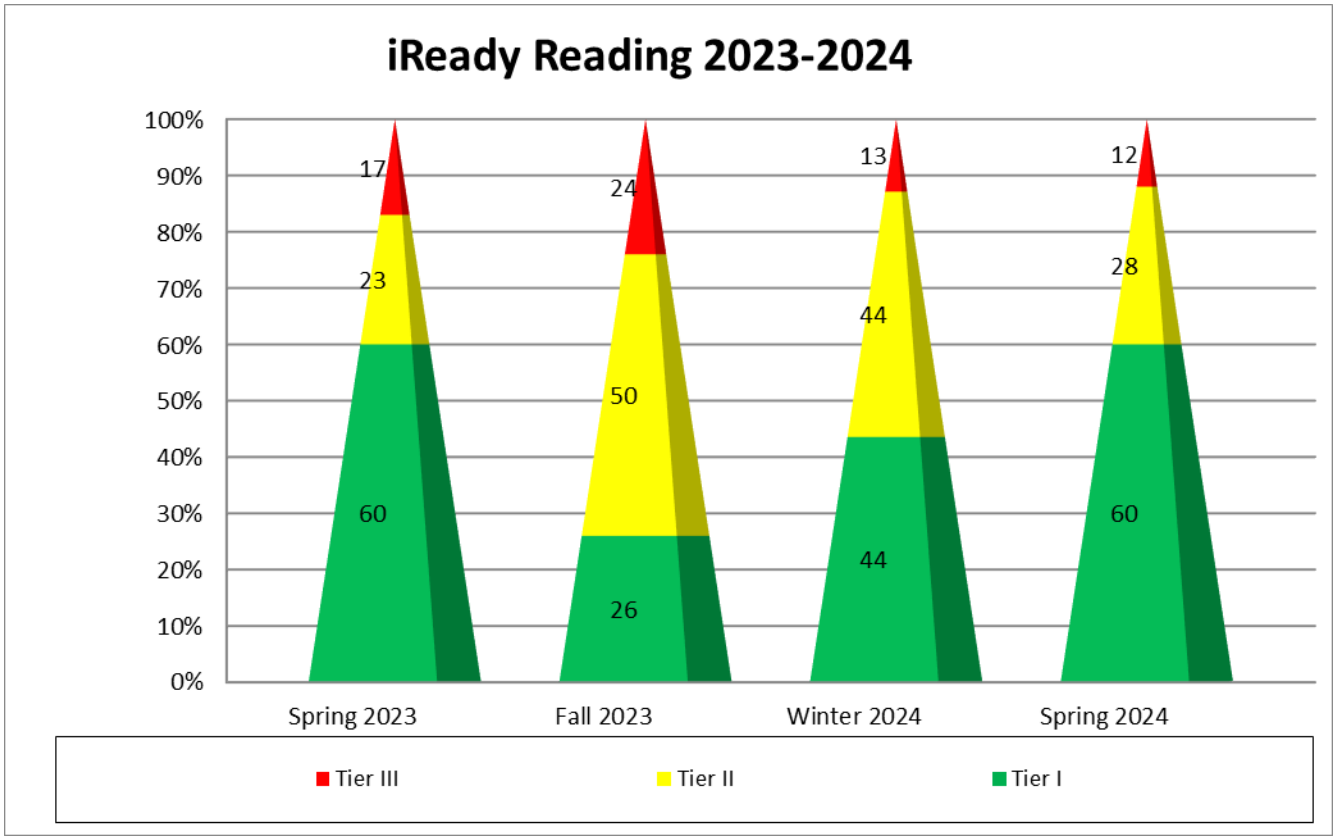
3. Conduct a comprehensive needs assessment of the entire school:
   a. Include a copy of the document used to conduct the assessment.
   b. Sample available at http://www.cde.state.co.us/FedPrograms/consapp/na.asp.

Murrayville-Woodson Elementary is one of 6 elementary student attendance centers in the Jacksonville School District. It is located approximately 10 miles south of Jacksonville and serves 145 students on the South side of Morgan County. The student population is 88.5% White, 3.2% two or more races, 3.8% Black, 1% Asian 3.2% Hispanic and 1% American Indian. The 2023 School Report Card indicates a 47% Low Income Rate. 26% of students have been identified with a disability which is slightly higher than the district. 0% percent of the student population is categorized as homeless. Mobility of the student population at Murrayville Woodson is at 10% and 10% of students are chronically truant.

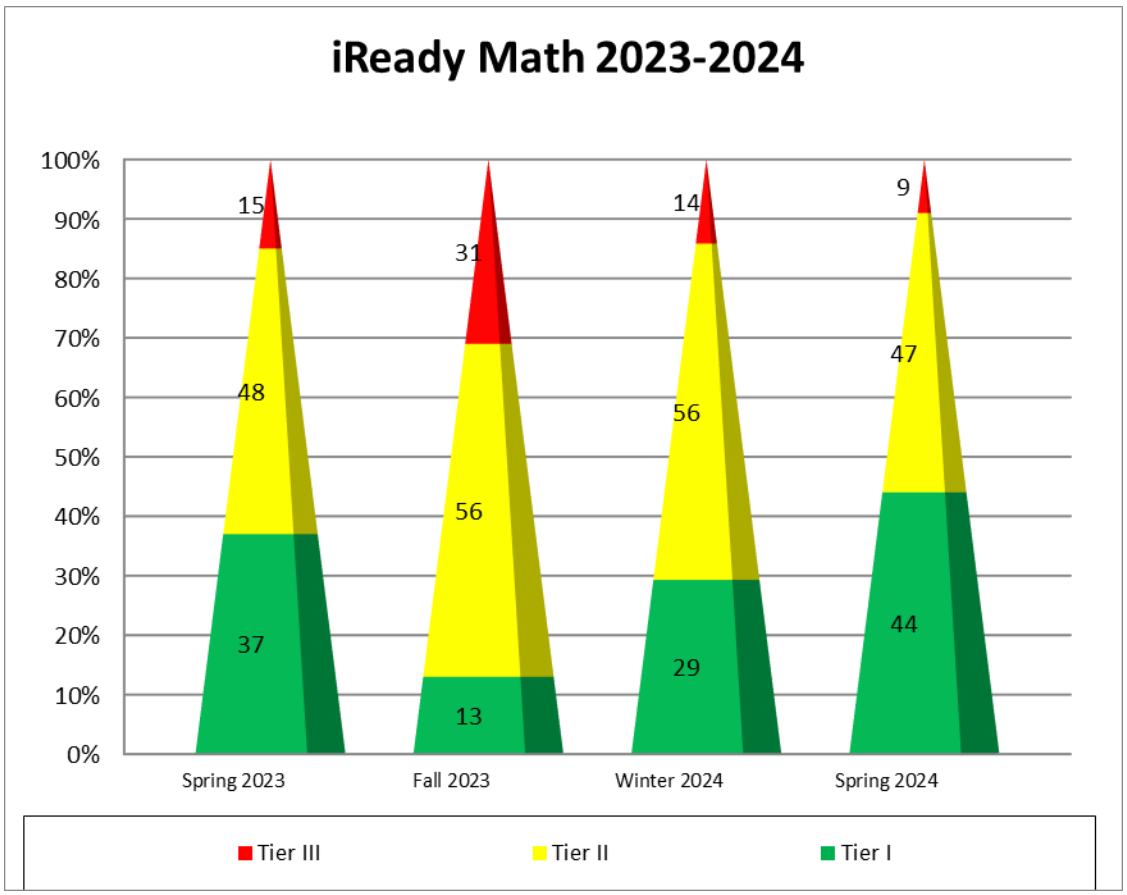
Our first comprehensive needs assessment was conducted in May 2017. Parents returned 63 surveys. Teachers completed twelve surveys. Each year an updated needs survey is completed. The staff spent numerous hours looking at

the academic and behavioral data generated in the past years to help paint a picture of our progress as well as areas for improvement. Each year additional surveys are completed by parents and staff. The results are included in Appendix A.

At the beginning of the 2022-2023 school year, the district committed to piloting different benchmark testing. The elementary grade levels were split into three groups: NWEA, Fastbridge, and iReady. The groups were then tasked with giving the benchmark testing in September, January, and May. It became apparent by the January testing that the iReady testing platform best met the needs of the district. All students were then tested in May using the iReady platform.



Reading – The group analyzed the scores receive from the iReady test. While our understanding of this test is still new, we are seeing growth with students over the course of the school year. This testing session showed a need to focus on vocabulary and informational text. This is the same as previous years.



Math –Again, we are showing grow over the school year with the iReady test. Weaker areas are Numbers and Operations, and Geometry. The group is going to spend more time analyzing the district priority standards and compare them to the iReady test to look at alignment.

In looking at the 2024 parent survey results, 97.6% of families feel welcome at our school 95.3% felt their child was prepared for the next grade level. 86.1% stated that the work their child was doing was challenging. 97.6% of families stated that the teachers were available if a student needed help. 98.8% of students reported feeling safe at school. Families continue to appreciate receiving information by text message, newsletters, and phone. Text messages are preferred by 92.5% of the respondents.

RESULTS OF COMPREHENSIVE NEEDS ASSESSMENT

Area for Improvement	Data Source	Potential Plan
Improve Reading Scores Current % at grade level: 61 Goal: 65	Evaluation of test scores (iReady, IAR) in the past 4 years.	• Target the grades with the highest percentage of students not reading at grade level (as determined by MAP and DRA) • Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students • Develop Goal Setting techniques that are more meaningful to the students. • Professional Development – Vocabulary and Nonfiction Comprehension teaching techniques
Improve Math Scores Current % at benchmark: 44 Goal: 50	Evaluation of test scores (iReady, IAR) in the past 4 years.	• Focus on math during advancement time. • Focus on hand-on math lessons STEAM Lab time. • Develop Goal Setting techniques that are more meaningful to the students. • Continue Crazy 8's recreational Math club K-5 • Professional Development - Priority Learning Standards and iReady Crosswalk
Improve MTSS system	Evaluation of test scores (iReady, IAR) in the past 4 years. Teacher Survey	• Reboot the RTI program with an overview at the beginning of the year. • Continue Tier II progress monitoring support and improve transition to Tier III • Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students
Improve Interpersonal skills in the school community	Behavior data from 2023-2024	• Find a program that will help explicitly teach "soft skills" for students. • Continue with Leadership roles for the 2024-2025 school year.

4. Describe schoolwide reform strategies in narrative form to include the following:
    a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

The educators and support staff at Murrayville Woodson Elementary collectively strategize to meet the needs of all students. By differentiating instruction within the classrooms, teachers provide quality learning experiences that accommodate the various needs represented therein. Students are given weekly opportunities to participate in fine art activities, such as music and visual arts that help support the curriculum in both the general and special education classrooms.

Teachers make use of common planning times based on similar grade levels, as well as the use of data meetings to analyze results of student assessments and to determine what interventions may need to be put into place. An important part of the master schedule at Murrayville is grade level Advancement Time. This is a built in time for teachers to focus on individual RTI interventions. In addition to the common planning times, classrooms of similar grade levels utilize Advancement Time so that teachers are able to differentiate instruction beyond the groupings within individual classrooms. This time is maximized by ensuring that the classes with the most need have teachers pushing in to help with small group instruction.

Our staff works hard to provide additional support for those who are at risk or not meeting the challenges of their grade level. By following the multi-tiered system of support, teachers, administrators and support staff can closely observe the success of interventions created specifically for a struggling learner(s).

In 2019 there was a 53 point achievement gap between students with IEPs and students without IEPs in reading and a 39 point gap in math. In 2023 the achievement gap in reading has decreased to a 43 point gap and closed to a 28 point gap in math. By taking advantage of all the accommodations on a student's IEP as well as increased collaboration between regular education and special education teachers, the Murrayville Woodson staff will be studying teaching techniques, subject areas, disability individualization, accommodations and skills for collaboration in the classroom.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our school receives supports from both inside and outside of the school. The classroom teachers at Murrayville-Woodson Elementary School provide many lessons to their classes that relate to the students' social-emotional well-being. Our students in grades 4-5 participate health classes which include lessons on being a healthy individual both inside and out. Murrayville-Woodson also has a school nurse who is ready and available to provide students and families with care and instruction for their on-site health needs. We have mental health trained first responders inside Murrayville-Woodson Elementary School. Our school is also equipped with a school psychologist and school social worker as well as a dean of students. We have several staff members who have been trained by the Crisis Prevention Institute in nonviolent crisis intervention. Morgan County Mental Health (MCMH) is available as needed at Murrayville-Woodson Elementary School in the event of a student crisis. MCMH services are extended when necessary depending on student/family need. We work with Four Rivers Special Education Cooperative to provide our students with Individualized Education Plans with services including, occupational therapy, physical therapy, speech therapy, vision and hearing itinerants and other services as dictated by the IEP with no limit to alternative school settings. The staff at Murrayville-Woodson Elementary School has been trained in *The Leader in Me* program which further promotes positive character-building traits within the school for staff and students. Beginning in the 2022-23 school year, we implemented the Second Step curriculum with the expanded social work services. As we have had more students return to the building after the pandemic, we have also noted a change in social emotional skills that students are coming to school having practiced. Teachers are very intentionally having to teach skills that we have taken for granted in the past – eating with others, taking turns, and potty training are areas that the staff is working with students on much longer than in the past.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Murrayville-Woodson Elementary School recognizes the need for our students to prepare for and be aware of the various opportunities for postsecondary education and the workforce. Our teachers have designed many different activities and units throughout the year to provide support for our students' college and career readiness. Because our school is located in rural Murrayville, our students are often exposed to some of the different aspects of agriculture. By involving a local program known as "Ag-cited", guests visit the classroom to help the students get a global view of agriculture. "Where Your Food Comes From" is another program utilized in the primary grades.

Whenever possible, we also like to utilize field trip opportunities. For example, one class visits a children's museum where they can have a hands on experience with different careers. Another grade visits the local hospital to supplement a unit that covers all health care professionals including paramedics, admission workers, nurses, physical therapists, anesthesiologists, and so many more. Multiple grade levels practice with counting money, different types of currency in the world, and how to use money wisely. Students then have the opportunity to visit the local bank to see the different careers in action. While many of these activities were curbed during the pandemic, teachers worked to find virtual options to help further career and technical education opportunities.

On a daily basis, teachers supplement the current curriculum with STEM activities, extra informational reading resources, as well as videos and online activities.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Murrayville-Woodson Elementary School follows the MTSS process which includes the core teacher, school nurse, school psychologist, title teacher, school administrator, behavior specialist, special education teacher, school social worker, and parents/guardians. This team meets to discuss classroom instruction, student performance as well as classroom, small group, or individualized interventions that have been provided for the student. This information is presented by all parties in data form as well as a summary for the team. The team then brainstorms Tier II interventions and chooses interventions based on the needs of the individual child so that the student can experience success and growth both socially and academically. If a student is still not responding to Tier III services, a formal meeting will be set with the IEP team, a group that specializes in IDEA rights and regulations.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Education professionals at Murrayville-Woodson School have been participating in different professional development opportunities throughout the year. This year the district professional development has been focused on alignment of the Priority Learning Standards with the an End of Year test that has been designed by each grade level. Paraprofessionals have time during the year to take classes on Master Teacher and Public School Works to help them feel more confident in working with the individual needs of the students to which they are assigned.

In looking forward to the 2024-2025 school year. The staff is looking at gathering more information in the Science of Reading, student-led goal setting, and looking at ways to explicitly teach some of the “soft skills” needed to be successful individuals.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Murrayville-Woodson Elementary hosts an open house for incoming students and families in the spring prior to the student's kindergarten year. On occasion, the prekindergarten teacher will also attend the open house night to help with the transition into elementary schools. At the open house, information is provided for parents in terms of expectations for their child. The teacher also shares requirements such as medical records and other state mandated documents that are needed prior to beginning the kindergarten school year. This meeting also includes summer learning ideas for aiding the child and families in continuing to learn vital, foundational skills for a successful kindergarten experience. This includes offering the academic standards as well as offering educational apps and websites for a fun way in which students can learn important kindergarten skills. The kindergarten teacher is aware of many of the skills and curriculums used by local prekindergarten programs. The school secretaries work with the local prekindergarten program to obtain the necessary information including dental or other medical documents to ease the family in their transition to kindergarten. The school secretary and school nurse also work together to send home individual family checklists of documents needed. The district has a prekindergarten program that offers a registration night for pre-k families of incoming kindergarteners as well as provides many screening opportunities throughout the community in order to determine child placement and need for early childhood intervention services, helping students to be more prepared and equipped for kindergarten.

In addition to the open house setting, families can also set up meetings with the kindergarten teacher and principal to set up a more personalized tour or series of visits to help manage the transition to a new school. Parents appreciate being able to visit on several occasions in order ease the anxiety of the students into kindergarten.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY
Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION
If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL
Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION
Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS
A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS
Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
    - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

   A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

   i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
   ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
   iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

   Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Appendix A

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	North Jacksonville Elementary		
RCDT:	01069117022008		
Principal:	Bobbie Mills		
Address:	1626 State Hwy. 78		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-4084		
Email address:	bmills@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024		Y	

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District #117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. **Please include the names of the participants in the creation of this plan:**

NAME	REPRESENTATION
Bobbie Mills	Principal
Brittany Mason	Teacher
Grace Jackson	Teacher
Rebecca Bourn	Teacher
Carrie Decker	Teacher
Amy Pieper	Teacher
Rebecca Leahr	Teacher
Amy Gillespie	Teacher
Yulianna Sanchez	Teacher
Amanda Alred	Teacher
Rex Williams	Teacher
Amanda Braley	Dean of Students

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Coordination and Integration of Federal, State, and local service programs

The Title services offered in the district are supplemental to any other instructional programs that are offered. These other programs are defined below in Board policy.

Education of Homeless Children

1. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education.
2. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law.
3. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation.
4. A homeless child 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.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

5. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law.
6. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.
7. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall

immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.
8. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

Education of Migrant Students
The Superintendent will develop and implement a program to address the needs of migrant children in the District.
This program will include a means to:
1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.
Migrant Education Program for Parent(s)/Guardian(s) Involvement
Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migrant Students

The Illinois Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the State. This Service Delivery Plan, which was developed collaboratively by a broad-based Service Delivery Plan (SDP) Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

Legislative mandate

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);

Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Specifies measurable program goals and outcomes;

Encompasses the full range of services that are available to migrant children from appropriate local, State, and

Federal educational programs;

Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and

Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.
There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:
1. *Performance Targets*. The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)

2. *Needs Assessment*. The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes*. The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.

4. *Service Delivery*. The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

5. *Evaluation*. The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

Migrant Students within Jacksonville School District 117 (Board Policy)

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement
Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.
Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, § 1301 etg., 20 U.S.C. §6391
34 C.F.R. §200.40 - 200.45.
105 ILCS 5/14B-6.
CROSS REF.: 6:170 (Title I Programs)

Jacksonville School district 117 realizes that this policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, Jacksonville School District realizes that Title I funds should be utilized to design a program of instruction that would serve migrant children.

Title I Programs
The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.
All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

State and Local Educational Agencies that coordinate with the Schoolwide Program
District 117 Utilizes the Family Network that Links Social Agencies together for the greatest success. A list of those agencies is listed on the preceding page and is utilized by staff members in district 117 to help all students and families find what they need to be successful.

3. Conduct a comprehensive needs assessment of the entire school:

Teacher Needs Assessment

All certified staff were sent a Google form survey to their email and asked to respond to each of the areas below with the positives and improvements needed anonymously. Below are various responses that were given:

1. Arrival- The procedures we have in place seem to work, allowing kids or classes to lead morning meetings in the gym, and make sure everyone is at their posts and timely.
2. Breakfast- I like that students know the expectations and the procedures. It's a bit different for bus vs car arrivals solely based on the proximity of the cafeteria upon drop-off. I notice that many car riders tend to wait to go to breakfast until their friend(s) arrive. At other buildings, students are encouraged to enter the cafeteria immediately upon arrival so they may have the time needed to eat.
3. Lunch- Consistent rules when giving away extra lunches.
4. Master Schedule- Need dedicated time for Tier 1, Tier 2, and Tier 3; Need to eliminate 10-minute gaps of time between lunch and recess; Nice to have the gym open at recess. The back-to-back specials are great!
5. Dismissal- It works well having the bus students wait in the cafeteria until their bus number is called. I love the check-off list at dismissal for bus and daycare- helps us catch any errors in dismissal before they leave. Nice for classroom teachers to dismiss students so we can speak to parents in the parking lot as needed.
6. Reading Programs- The reading program will be changing next year, and I am glad to know that there is a writing component built into the program!
7. Math Programs- Need more support for math. It would be nice to find a curriculum that offers practical solutions to spiral skills and to give students opportunities to practice.
8. Family Nights- The fall family night is well attended by families and everyone seems to enjoy the evening. Great participation and family involvement; activities seem appealing to students/families. Possible parent education.
9. Music Program- Mrs. Wilson is amazing! The kids love her and are learning so many things in music this year. The Spring Program went well overall.
10. PBIS Expectations- The kids know the expectations. Take the poster and shrink it so we can hand out the matrix to parents and students. I'd like to have kids keep the matrix in their folders so we can reference it throughout the year. Younger students are not quite understanding how it all works. if they lose the privilege early, they have nothing to look forward to or work toward. Then they are upset when the day comes and it doesn't happen for them and it's a result of something that happened so long ago.
11. PBIS Celebrations- Could we add some "out of the blue" or smaller things that happen more frequently than once a quarter? The Quarterly Rewards help motivate the kids. I still would like to try and make maybe 2nd qtr be Bowling. We had a lot of fun incentives for the students to work for this year.
12. Professional Development- Support to implement Magnetic Reading; best practices (i.e. using manipulatives, building connections, centers in K-1?) Trauma-informed and behavior matrix PD
13. Title I Plan- I'd like to have more communication on what is being worked on so I can support the same kinds of things in my small groups. Ex if they are working on Ai, Ay that week, I can be also- if they have a certain set of high-frequency words they are working on, I can support them as well to maybe ramp up the speed and double tag them
14. Behavior Rewards/ Plans- The staff have been super helpful in keeping me on track by communicating student behavior needs. Weekly drawings for tribe tickets and then dump them out, please make sure there are TONS of them available to use, all cut and ready to go!
15. Accelerated Reader- The kids love AR stores, maybe make qtr AR goals a school-wide reward instead of individual classroom rewards. For example, extra recess if you make your first qtr goal. I feel this is a very beneficial program unless you are a student who hates reading. More accountability of the tests taken
16. Data Days- Finding ways to offer Tier 2 support conversations more frequently, efficient, informational, take more into account how the students are performing in the classroom and taking the teacher's word for it instead of

putting the test scores as a top consideration.
17. Computer programs- iReady offers a lot of options, interested in generation genius
18. Communication- The weekly calendar works great! Keeps me on track.
19. Staff Meetings- Once a month or as needed if it can be sent in an email I'd prefer that. We keep them short and to the point- good use of time. Pro- candy :) The agenda is detailed, and notes with links are very helpful.

Parent Needs Assessment

All parents were sent home a survey to fill out and return by the due date. Parents were able to mark Strongly Agree, Agree, Neutral, Disagree, Strongly disagree, or I am not sure as their options. 67 surveys were returned. Below are the percentile totals of that survey.

1. My family feels welcome at North Elementary School.
   89.6% marked strongly agree /agree, 7.5% neutral, and 3% disagree/ strongly disagree.
2. At the end of the school year, I feel that my child is prepared for the next grade level.
   91% marked strongly agree/ agree, 7.5% neutral, and 1.5% disagree.
3. The work at my child's school is challenging.
   71.7% marked strongly agree/ agree, 20.9% neutral, and 7.5% disagree/ strongly disagree.
4. The report cards and standardized testing results are easy to understand.
   92.6% marked strongly agree/ agree, 6% neutral, and 1.5% disagree.
5. The teachers are available if my child needs help.
   94.1% marked strongly agree/agree and 6% neutral.
6. My child is excited about coming to school.
   85.1% marked strongly agree/ agree and 14.9% neutral.
7. My child feels safe at school.
   98.5% marked strongly agree/ agree and 1.5% neutral.
8. My child has gained social skills with the implementation of the PBIS program.
   82.1% marked strongly agree/ agree and 17.9% neutral.
9. My child has access to support services if needed.
   92.5% marked strongly agree/agree and 7.5% neutral.
10. My child has access to technology.
    97% marked strongly agree/ agree and 3% neutral.

4. Describe schoolwide reform strategies in narrative form to include the following:

- **a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**
- **b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**
- **c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

In order to provide opportunities for all subgroups of students to meet the challenging State academic standards, it is necessary to analyze the testing data of the students in each subgroup. This information can then be used to diagnose specific needs and provide prescriptive programming.

Subgroup- Low Income

North Elementary does not receive academic data from IAR testing on the low-income subgroup due to the fact that each student is reported as low-income since the school-wide Community Eligibility Option (CEO) program is in place.

Consequently, it is difficult to analyze this subgroup. These unidentified students would still receive the appropriate academic support as all students who are not meeting expectations.

Subgroup- Two or more ethnicities

There are not enough students in this subgroup to provide adequate data so results were inconclusive. North Elementary does implement many programs and instructional strategies that support the students in this subgroup. Programs include Family Night, Kiwanis volunteers, and the Summer Reading Book program.

Subgroup- Black students

There are not enough students in this subgroup to provide adequate data so results were inconclusive. Along with the programs that are already instituted to increase academic progress for all students North Elementary will be adding additional literacy materials featuring characters of diverse ethnicities throughout our curriculum.

Subgroup- White students

The scores are from the 2022- 2023 IAR assessment and include IEP students from our cross-categorical classroom. In Summary of Grades 3-5, 15% of white students met/ exceeded expectations on ELA and 24% on Math, 32% approached expectations on ELA and 32% on Math, 29% partially met expectations on ELA and 29% on Math, and 24% did not meet expectations on ELA and 15% on Math for IAR testing. This subgroup is supported by the many academic programs that are instituted at North Elementary School such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Subgroup- Female Students

The scores are from the 2022- 2023 IAR assessment and include IEP students from our cross-categorical classroom. In Summary of Grades 3-5, 26% of female students met/ exceeded expectations, 243% approached expectations, 23% partially met expectations and 8% did not meet expectations on the ELA portion of the IAR assessment. 35% of female students met/ exceeded expectations, 35% approached expectations, 15% partially met expectations and 15% did not meet expectations on the Math portion of the IAR assessment. Looking at the achievement gap between male students and female students, female students are outperforming male students. On the ELA assessment, 26% of females met/ exceeded expectations and only 13% of males met/ exceeded expectations. On the Math assessment, 35% of females met/exceeded expectations and only 21% of males met/ exceeded expectations. Female students are still supported by the many academic programs that are instituted at North Elementary School such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Schoolwide Assessment

To determine the appropriate methods and instructional strategies needed to strengthen the academic programming, a variety of assessments must first be utilized to analyze student strengths and needs. North Elementary School utilizes a variety of student academic assessments; such as iReady. This assessment can be described as screening diagnostic and classroom-based instructional assessments. The primary assessment that is used is the iReady diagnostic for grades K-5 covering reading and math in addition to the IAR assessment. All students take this computer-based adaptive assessment

three times during the academic school year. During the first three weeks of school, this assessment is administered for the manifold purpose of screening to identify those individuals in need of additional academic instruction and intervention, diagnosing strengths and weaknesses in core subject topics, and determining what revisions are needed to school programs that were in place during the previous academic year. Subgroups (as defined by section 1111(c)(2)) are specifically reviewed at this time. The iReady assessment provides detailed data on an individual student's reading and math knowledge base. This data is delivered in the form of an overall percentile score that is national norm-referenced. Upon receiving their students' scores, teachers can analyze which standards in reading and math the students have mastered and which represented areas of need for additional instruction and intervention. Teachers can see both typical and stretch growth goals for each student. This helps students and teachers make goals and target instruction for each student individually.

Teacher Teams have bi-weekly meetings for prescriptive use of the learning continuum provided by iReady to group students based on skill sets that they need to improve. Students are benchmarked 3 times a year and progress monitoring is conducted every two weeks to assess growth. A student invention plan is created using SMART goals. The document is modified when needed to provide prescriptive planning information on all students to track progress through the process.

Throughout the academic year, teachers keep track of student reading progress in the form of running records through an online program called Literably. This information allows teachers to assess the student's reading level, fluency, and comprehension and can gauge student growth toward grade-level benchmarks and adapt their instruction accordingly.

North School continues to grow in its use of data to guide instruction. Continuous improvement is fostered through on-going professional development opportunities at the building and district level to enhance knowledge and application of the process.

Educational Assistance

Educational Assistance is provided to students at North Elementary School through several programs offered during the instructional day. The process used to identify students in need of educational assistance begins with an analysis of data that is collected through the beginning of the year iReady reading and math assessments and Literably scores.

Title I interventions are offered to students in groups of 2-4 students according to their needs. The primary programs offered as interventions during these 25-minute lessons include foundational skills, decodable phonics, guided reading, comprehension focus groups, and standards instruction. Students may be involved in a focus group intervention and a guided reading group all on the same day. Students are initially selected for participation in these groups based on the iReady and Literably scores but may be offered this intervention at any point during the year based upon the consideration of teacher recommendations.

Educational Assistance is also provided to students at North Elementary School through the RTI district-wide program and MTSS Process (Multi-Tiered System of Support). The team meets to determine a student's needs, possible interventions, and root causes before setting goals for student success. The team meets every 6 weeks to help establish pathways for student success.

North Elementary School is the fortunate recipient of volunteer services through Kiwanis, the school's business partner. These volunteers provide tutoring during the school day to individuals or small groups of students in the core subject

areas. The content of the tutoring sessions is intended to provide an additional opportunity for students to practice and receive feedback on concepts currently being taught in their core classes. Additionally, Kiwanis members also mentor at-risk students and mentor students who have social-emotional needs.

Programs and Educational Services

North Elementary School uses the iReady diagnostic screener to begin to identify students in need of Title I services. Students who fall below the percentile norm for their grade level are listed as possible candidates for services. Additional screenings are also conducted using Literably. Once students are identified through this process, we determine how to best meet their needs. Students are placed into 2 distinct groups, those that are our most at-risk, those that are below the 20%ile, and those that are from 21-49%ile on the national norm-referenced scale. For students in K-2, we offer two types of intensive interventions for students: decodable phonics and focus groups with targeted skill instruction. For students in 3-6 grades, we offer guided reading, standards instruction, and comprehension focus groups to drive instruction. Our students who are below the 20%ile receive explicit intervention instruction for 25 minutes a day (with the interventionist) and focus groups for 25 minutes a day outside of the 90-minute core reading block.

Students who are in the 21-49%ile receive tier 2 focus groups daily for 25 minutes in addition to the classroom teacher's guided reading instruction. This process allows us to serve more students utilizing a targeted focus for greater growth acceleration. Progress monitoring is conducted every two weeks. After each screening or assessment, data is analyzed to see how students are progressing and if there are students who are no longer in need of services or if there are students who need to be added for services. Parents are kept up to date about the data on their students and what services the child is eligible to receive. Parents sign the parent compact and receive the parent involvement policy to explain how they too are part of their child's success with the process.

All of our North Staff members continue to be trained in the best practices of reading instruction through building staff development, district training, and professional workshops and conferences attended each year. We will continue to explore new research-based methodologies to continue to improve our skills and processes to do our very best for the students we serve.

As an annual process, the North Elementary administration and teachers analyze student assessment data to strategically and prescriptively adjust and develop supportive programming for the upcoming school year. Per the North School Improvement Plan on a Page for 2024-2025, "through the greater use of data analysis, planning, and collaboration, coaching, and the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2025 as measured by the iReady assessment". While this growth is significant, North Elementary is continuing to keep the academic growth bar high by expecting 60% of students to be able to meet their individual reading and math growth targets.

The administration and teachers extensively reviewed and analyzed data from the iReady assessment this past school year to obtain a clear understanding of the strengths and needs of their students to develop and modify the school action plan to enrich and accelerate the curriculum and include research-based programs and initiatives. Staff share individual programs that were bringing success with their students and now those programs will be used school-wide. Some current programming has been expanded and/or given more specific targets.

Analysis of student ELA scores showed a need for a consistent curriculum between Kindergarten through 5th grade. The implementation of Magnetic Reading as the district-wide curriculum will start during the 2024- 2025 school year. As a

staff, continued consistent delivery of this curriculum with standards-based instruction is very important.

The teaching staff will continue with prescriptive planning for reading instruction with the Title teacher for intensive focus for targeted students. Explicit phonics instruction and the use of decodable reading strategies will be used in K-2 grade levels. North Elementary students will be inspired by incentives for applying corrections and becoming experts in an area with dog tags, leaderboards, AR recognition, locker tags, and classroom recognition. iReady and Literably will be used for Tier 2 and Tier 3 students to progress monitor student growth. Teacher Teams including specialists will have bi-weekly meetings to review progress and plan for the next steps.

Below, please find our Plan on a Page for our SIP plan that is completed annually to facilitate our continuous improvement process. This document will be included yearly as part of this plan as a record of our quest to close the achievement gap for students.

Plan on a Page 2024- 2025

Topics	Goals *(Are the Goals SMART: Specific, Measurable, Attainable, Realistic, and Time-bound?)*	Action Plans *(What specific activities will we undertake to make this happen?)*
Improvement of Teaching and Learning	Through greater use of data analysis, planning, collaboration, coaching, and the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2025 as measured by the iReady assessment.	● Tier 2 team meetings to identify intensive focus on what each student needs ● Tier 3 team meetings with parents to develop whole-child plans ● Teacher Team meetings monthly to focus on Tier 1 standards planning ● Progress monitoring for Tier 2 students monthly and Tier 3 students bi-weekly ● Explicit phonics/ decodable reading strategies for all K-2 students ● Incentives for mastering standards and becoming an expert in an area with brag tags, leader boards, AR recognition, locker tags, and classroom recognition ● Subitizing in K-1 to increase number concepts ● Use of iReady MyPath ● Dedicated Tier 2 time to reteach priority standards ● Dedicated Tier 3 time for interventions ● Reading/ Math Night for families ● Bridges Math intervention groups ● Breakout Edu Math Challenge on SIP Days each month to increase problem-solving skills

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

- North Elementary provides a school-based social-emotional program through our social worker. The social worker also specializes in instructional support services, mentoring services, and other strategies to improve students' needs outside the academic subject areas.

- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.

- Kiwanis Tutors and Mentors: The Kiwanis Club has maintained a wonderful partnership with North School. They volunteer their time to tutor students in all academic areas as well as simply being a mentor for students to talk and relate to.

- Transition 5th Grade to JMS: Fifth-grade students visit the middle school to facilitate a positive transition. Students are given time to ask questions and coordinate services with the assistance of the staff and teachers. JMS counselors also visit North and talk to students to assist with class selection, IEP goals, and class placements.

- SAIG Groups/Lunch Bunch with School Social Worker (Social Academic Intervention Group): The School Social Worker plans weekly skill-building sessions to improve student social skills, problem-solving skills, and academic behavior skills.

- Check-In/ Check-Out: Students meet with an adult in the building for a brief review of expectations in and out of the classroom. They are given time to reflect and make a positive action plan for their day.

- MTSS Process (Multi-Tiered System of Support): This team meets every 6 weeks to set and review goals to improve overall student outcomes.

- Dean of Students: The Dean provides problem-solving services to students and their families; as well as coordinating all behavior/ discipline procedures through the PBIS program.

- School Social Work Services: The SSW consults with personnel regarding students, works on behavioral interventions with students based on goals provided on their IEP/ RTI plans, and facilitates any school crisis.

- CPI (Crisis Prevention Intervention): Staff are offered the opportunity to train in the CPI process. This program teaches adults how to de-escalate problem behaviors or violent students in a non-threatening way.

- Ukeru: Staff are offered the opportunity to train in the Ukeru system which provides a trauma-informed, hands-off approach to crisis management.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

North Elementary provides many activities to prepare our students for postsecondary lives. The programs provide the students with experiences to prepare for college or workforce readiness.

- Each year Jacksonville Middle School has an open house to allow for 5th grade parents and students to ask questions about their child's upcoming transition to middle school.

- Yearly field trips are designed to expose students to real-world experiences outside the traditional academic environment.

- North School is fortunate to have Kiwanis members provide tutoring and mentoring services. These individuals inspire students to set goals to further their education and provide students with the extra help they need to succeed in the classroom.

- 4th grade students receive the Ag-Cited program that is provided by the Morgan County Farm Bureau. This program sends guest speakers to present agriculture information, which is a prevalent industry in our community.

- Our science curriculum is supported by the Mystery Science and National Geographics. These activities allow students to experience, explore, and discover new concepts.

- Guest Speakers are invited into classrooms to inform students of the different job opportunities available to them in their local community.

- Older students provide mentoring to younger students. This allows them to prepare to become future leaders.

- Students have opportunities to participate in public speaking exercises. These opportunities will allow them to feel more comfortable in situations such as interviews, presentations, and any other situation in which other oral communication is warranted.

- STEAM Lab at North Elementary School provides students with hands-on opportunities in Science, Technology, Engineering, Art, and Math. We also incorporate challenges throughout the year to broaden students' knowledge of STEAM.

By providing our students with a variety of opportunities our North School community will be prepared to excel in their future college and career endeavors.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

North Elementary School provides many activities and intervention services that are designed to prevent and address problematic behaviors that can interfere with a successful classroom learning environment.

- PBIS- Positive Behavior, Intervention, and Supports is a multi-tiered, team-based, systematic approach used to teach and reinforce behavioral expectations to students. The intent is to define and teach school-wide behavioral expectations, providing high-frequency, intermittent, and long-term acknowledgments for students who demonstrate these expectations. A team is also in place that conducts and evaluates the success of the interventions put in place to support students who have not responded positively to the universal system. Team meetings are intended to design systems of interventions, and identify areas of strength and need in the school-wide system to support the practice of consistent, proactive, and objective decision-making.

- MTSS- Multi-Tiered System of Support is a team of teachers and support staff that identify students in need of additional academic or behavioral support. The team consists of the principal, teacher, special education teacher, social worker, Title 1 teacher, and any other person who might be crucial to the process. The team meets to determine a student's needs, possible intervention, and root causes to set goals for student success. The team meets every 6 weeks to help establish pathways for student success, review data, and monitor progress toward individualized goals.

- SAIG- A Social Academic Instructional Group that can be provided to students who need guidance from a mentor in areas of social-emotional instability.

- Check-In/ Check-out- This program pairs students in need with positive staff members who can meet briefly throughout the day to remind and motivate students to make choices that will help them be successful throughout their day.

- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.

- Crossroads Learning Center- This is an off-campus program offered to students who need alternative placement for in-school suspension or suspensions lasting longer than 3 days. Staff members from CLC are also available on a consulting basis to help intervene when problematic student behavior arises.

- Dean of Students- This additional administrator is assigned to North School to assist the administration with managing and enforcing expectations for student behavior.

- Mentoring/Tutoring- These are special volunteers who are paired with students who need a positive influence and role model to help inspire and motivate them to be prepared for school and be an active participant in their learning and life.

- Class Dojo- This online behavioral system connects teachers, students, and parents to help create a positive classroom culture. Teachers and students can track both positive and negative behaviors throughout the day, and parents can instantly access this information and communicate with their child's teachers.

- Parent Contact/Conferences- Parental contact happens daily between teachers and parents to facilitate open communication about behavior that occurs in the classroom. Face-to-face conferences occur twice a year, once in the fall and once in the spring but may be requested by parents or teachers more frequently if necessary.

- Research-based interventions- Teachers use many different techniques and procedures that give students skills for positive change in students' performance that put students in charge of his or her learning.

- Brief Functional Behavioral Analysis- is a proactive plan that assesses the relationship between the inappropriate behavior and the purpose or reason that the behavior occurs. Interventions implemented result in significant changes in student behavior. Behavioral intervention plans typically follow so more appropriate replacement behaviors can be established, eliminating negative behaviors.

- Behavior Contracts- Students, staff, and teachers enter into "contracts" with students that spell out expectations of students and teachers in carrying out an intervention plan.

- Progress monitoring- Progress monitoring is used to assess students' academic and behavioral performance while quantifying the students' rate of improvement and evaluating the effectiveness of instruction for the student. Data tracking is used to create goals for student success.

- Student of the Month- This award is given monthly to students who demonstrate positive academic and social behaviors.

- Red and White Award- A quarterly award given to students who have no office referrals and display a positive attitude toward learning.

- Tribe Award- An end-of-the-year award given to students who have no office referrals and display a positive attitude toward learning all year.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic

assessments, and to recruit and retain effective teachers, particularly in high need subjects.

A variety of professional development opportunities are available to administrators, teachers and staff. Jacksonville School District 117 provides professional development for all staff throughout the school year. The Regional Office of Education # 1 also provides a variety of professional development for administration, teachers and staff. Professional development in the area of special education for all staff is offered by Four Rivers Special Education District and the local branch of the Council for Exceptional Children.

District Training

- Teacher Institute days- The beginning of the year institute days are used to learn new district initiatives and to allow teachers to collaborate across grade levels.

- Curriculum training- The district provides professional development to introduce and support new curriculum initiatives in the schools. Professional development is planned for summer and ongoing coaching opportunities are being provided to ensure proper implementation of the curriculum.

- School Improvement Days- School Improvement days are provided monthly for training of all employees. The training may include curriculum training for staff, data analysis of student assessments, and goal setting to allow for differentiated instruction.

Building Level Training

- Mentoring- New teachers in the district are paired with a mentor, who helps assist with building and district expectations. Mentors are to meet with their new teacher monthly as well as do periodic observations.

- Teacher Teams- Grade-level teachers meet bi-weekly to guide standards-based learning and coordinate Tier 1 planning.

- Book Study- Each year the staff picks a focus area/ need in the building to study and discuss.

Four Rivers Special Education District/ Council for Exceptional Children-

- Four Rivers Special Education District and CEC- These organizations provide a variety of professional development for administrators, classroom teachers and other support staff in the area of special education during the school year.

Recruitment of Effective Teachers (emphasis on high need subjects)

- Illinois College - The principal also works closely with the local college by accepting students for field study and student teaching.

9. **Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

- Child Find- Children between the ages of 2 ½ to 5 years of age are screened in order to identify those children who may require further evaluation for developmental delays. These screenings are offered periodically throughout the school year or at parent request.

- District/ School Website- The website provides the school's activities that kindergarten students may participate in.

- Parent Academy- The Early Years Pre-K program provides Parent Academies to support parents with their students' social emotional and academic progress as they transition to the elementary school program.

- Kindergarten Preview Night- Incoming Kindergarten students and their parents are invited to attend Kindergarten Preview Night and registration to begin the transition to school.

- Meet the Teacher Night and Kindergarten Orientation – Before school starts in the fall, new kindergarten students and their parents may attend the Meet the Teacher Night and Kindergarten Orientation to support a smooth transition from Pre-K to Kindergarten.

- Pre-K and Kindergarten Teacher Observation- Pre-K teachers and Kindergarten teachers are given the opportunity to observe each other's classroom. This helps with aligning readiness activities for the incoming students as well as observation of the incoming students.

- Data Sharing- The Pre-K program shares current academic and behavioral data on incoming students with the Kindergarten teacher allowing for appropriate curriculum planning for all students.

- Early Childhood Transition IEP Meetings- The Principal, Kindergarten teacher and appropriate specialists attend the transition IEP meeting of early childhood students who will be attending Kindergarten in the fall. This provides the school with the appropriate information to prepare for the incoming student and support her/ his success in the new program.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire

educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
    - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such programs.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	South Elementary School		
RCDT:			
Principal:	Braxton Stewart		
Address:	1700 S. West St.		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5514		
Email address:	bstewart3@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024-2025		Y	

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District #117
Superintendent :	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Braxton Stewart	Principal
Anita Hayes	Dean of Students
Emily Hudson	Title 1 Reading Teacher
Audra Nelson	Primary Teacher
Dana Fricke	Intermediate Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
   1. Special Education (Resource)
   2. Title 1
   3. ELL Students
   4.
   5.

3. Conduct a comprehensive needs assessment of the entire school:
   a. Include a copy of the document used to conduct the assessment.

Sample available at http://www.cde.state.co.us/FedPrograms/consapp/na.asp.

Needs Assessments:

- South School Family Survey (May 2024)*
- South School Staff MTSS Survey (Spring 2024)*

- 5Essentials Survey

*Copies submitted via Title 1 Crate.

Needs Assessments

Based on the school's End of Year Parent Survey (192 responding families), the results are as follows:

Question 1: My family feels welcome at South.	
% Strongly Agree	72%
% Agree	27%
% Disagree	<1%
% Strongly Disagree	0%
% Not Sure	1%

Question 2: At the end of this school year, I feel that my child is prepared for the next grade level.	
% Strongly Agree	57%
% Agree	37%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	4%

Question 3: The work at my child's school is challenging.	
% Strongly Agree	24%
% Agree	57%
% Disagree	12%
% Strongly Disagree	3%
% Not Sure	4%

Question 4: The report cards and standardized testing results are easy to understand.	
% Strongly Agree	49%
% Agree	49%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	0%

Question 5: The teachers are available if my child needs help.	
% Strongly Agree	64%
% Agree	31%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	3%

Question 6: My child is excited about coming to school.	
% Strongly Agree	50%
% Agree	42%
% Disagree	7%
% Strongly Disagree	1%
% Not Sure	0%

Question 7: My child feels safe at school.	
% Strongly Agree	63%
% Agree	35%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	2%

Question 8: My child has gained social-emotional skills this year.	
% Strongly Agree	56%
% Agree	35%
% Disagree	3%
% Strongly Disagree	1%
% Not Sure	5%

Question 9: My child has access to support services if needed.	
% Strongly Agree	57%
% Agree	33%
% Disagree	3%
% Strongly Disagree	1%
% Not Sure	6%

Question 10: My child has access to technology.	
% Strongly Agree	63%
% Agree	34%
% Disagree	0%
% Strongly Disagree	0%
% Not Sure	4%

Total Responses	192
Total % of responses not Strongly Agree	45%
Total % of responses Agree	38%
Total % of responses Disagree	3%
Total % of responses Strongly Disagree	<1%
Total % of responses Not Sure	3%

The South Parent Teacher Organization (PTO) held monthly meetings throughout the 2023-2024 school year.

Academic Data

Data shared in Title 1 Crate: see South Reading Data 2023-2024 and South Math Data 2023-2024

Enrollment Information

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2023	80.3	4.2	4.9	0	0	0	10
2022	84.2	5	4	1	0	0	6
2021	85.2	4.5	0	0	0	0	6.2
2020	81.3	4.3	4.6	1.8	0	0	8
2019	80.9	4.1	5.1	1.6	0.3	0	8
2018	84.5	4.6	2.7	0.9	0	0	7.3

Based on the data provided, the following plan has been developed to improve achievement among students at South Elementary.

2024-2025:

Meaningful Use of Data:
Reading: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked and triangulated with Literably scores and progress in/toward grade-level Priority Learning Standards (PLSs).

Math: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked along with progress in/toward grade-level PLSs.

Data for each content area– ELA and Math– will be collected on grade-level PLSs tracking sheets for each class. iReady percentiles will be used in reference to individual student progress in/toward PLSs to determine student preparedness in grade-level standards. This data will be discussed during monthly SpEd and Title teacher team meetings, as well as in MTSS meetings to determine potential tier 2/3 supports for individual students, as needed.

Collaboration:
Monthly Title Meeting and Monthly Special Services Meeting: Opportunity to discuss progress of both individual students and whole class support.

Peer Pop-Ins: Per Google Survey and Reflective Tool (categories: this is what I'm looking for, this is what I saw, this is how I may implement), teachers will have the opportunity to visit another classroom. The purpose of this exercise is to gain professional knowledge in order to be reflective of *one's own* practice.

Roundtables**:** Optional monthly gatherings centered around one topic (i.e., Science of Reading refresher, Edutainment/Prodigy)

Common Plan Time: Same grade-level teachers have the same planning period in order to collaborate on lesson planning in relation to Priority Learning Standards.

Professional Development:
Monthly roundtable focused on Hattie's research and effect sizes.

4. Describe schoolwide reform strategies in narrative form to include the following:
    a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

South Elementary provides a standards aligned curriculum to all students. The teachers utilize differentiation and a multi-tiered approach to classroom instruction. As a district, we have implemented an MTSS/RtI process carried out through our Decision Making Guidelines. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher. A master building schedule includes; 90 minutes of ELA, 40 minutes of Writing, 60 minutes of Math, 30 minutes of Social Studies and Science, 20 minutes of RtI time, and 25 minutes of PE daily. It also includes 25 minutes a week of Music, Library, Art, and Computer instruction. The master schedule staggers reading and math instruction from grade level to grade level. This allows our students who need additional supports to receive that extra instructional time outside of the core instruction in the classroom, essentially allowing for a "double dip" of instruction.

We currently have two Title I Reading interventionist, two Special Education Resource teachers, a shared EL teacher, one full time Speech Pathologist, and a part time Social Worker for students.

Students are offered opportunities to complete in a regional Geography Bowl.

Each grade level has access to a classroom cart of Chromebooks, in addition to iPads and Promethean Boards. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with the Title teacher on a bi-weekly basis to plan instruction and discuss student progress. Grade levels partner together in order to grouped students accordingly. There are also monthly meetings with the SpEd resource teachers.

Tracking all students in reference to district PLSs– all grade levels/teachers utilize this shared document for each student–allows us to easily identify students who are at risk of falling below grade level. Using this data in conjunction with iReady and Literably data gives us multiple data points to consider, ensuring that we do not base decisions one one point of data.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our South School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. There are also times of the year that we ask her to push in and do classroom lessons for the entire school. Additionally, she sees students referred through the MTSS process as she is able– she frequently hosts lunch groups for these students. Our school psychologist also supports the SSW in these lunch groups and makes herself available to see at-risk students when appropriate.

South Elementary is fortunate to collaborate with US Bank and the Jacksonville Rotary Club as business partners. US Bank sponsors our monthly character education awards. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom. Our Rotarians volunteer their time to come into the classrooms to mentor individual and groups of students. They commit to visiting their groups at least one time per week.

Additionally, some of our staff has attended the Ron Clark Academy in Atlanta two years in a row, with us increasing the number of staff going this second year. In an attempt to address behavioral/climate needs, we are implementing and expanding the House System in our upper elementary grades.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

To raise awareness of postsecondary education and workforce opportunities for our students, South Elementary utilizes fieldtrips to provide experiences to our students. Teachers frequently have parents come in and give presentations to students about their careers. Our Rotarian volunteers also provide students with postsecondary experiences. We are fortunate to have the University of Illinois Extension office provide lessons on agriculture and nutrition to our students through "Ag-cited" and "Organ Wise." Through a partnership with Hadden Farms, fourth-grade students experience monthly "Ag in the Classroom" activities which culminate with a local field trip to Hadden Farms.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Over the course of the year, South Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of "Be respectful, be responsible, be safe," students were routinely reminded of behavioral expectations over the course of the school year. Our school mission statement—*We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence*—was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Four major quarterly rewards were offered to students on level. BLUE Tickets were handed to students "caught" being respectful, responsible, and/or safe, and quarterly drawings for prizes were conducted in the cafeteria.

Monthly themes helped shape behavioral focus. For example, in the month of March, each classroom teacher selected one student to be recognized as a "Be A Problem Solver" award recipient. Each month's winners were publicly recognized and awarded at an all-school assembly.

The district's provision of a full-time Dean of Students greatly helps in addressing issues with behavior. The Dean spent time building relationships with the students and staff. As able, she observed in classrooms and provided feedback to teachers regarding student behavior during lessons. She also led an intervention group with students and served as the point person for the majority of students on behavior interventions.

South Elementary utilizes the MTSS process set forth by the school district. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher.

The district has also created an alternative learning environment for students with behavioral issues in lieu of suspensions. Crossroads Learning Center provides students with both academic and social supports to increase school success.

Along with all the above activities and supports, South also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders. Additionally, we will be entering our second year of implementing the House System started and espoused by the Ron Clark Academy in Atlanta, Georgia. We will be expanding this program from 5th grade to 4th grade, and we doubled the number of staff who attended the multi-day professional development opportunity this school year with pans to continue attending in the coming years.

BEHAVIOR REPORT

2023-2024

413 Total Referrals

184 Major Referrals (109 1st semester, 75 2nd semester)

229 (99 1st semester, 130 2nd semester)

2022-2023:

347 Total Referrals

2021-2022:

293 Total Referrals

100 Major Referrals (Pink Tickets)

193 Minor Referrals (Yellow Tickets)

2020-2021:

101 Total Referrals

21 Major Referrals (Pink Tickets)

80 Minor Referrals (Yellow Tickets)

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

At the district level, professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA and Math standards and the accompanying district-generated EOY assessments. Common end-of-year tests were also edited and proctored for the third year in a row. At South School, in addition to monthly Team Meetings, true to our school goals, South teachers participated in SEL "Second Step" PD. We also focused on our newly-selected ELA curriculum, Magnetic Reading, during our last two district SIP days for the year. There is also the additional opportunity present to all certified staff to attend RTI at Work professional development training during the summer at our Central Office.

Biweekly meetings among reg ed and Title 1 / SpEd teachers were held to support targeted instruction for struggling readers as well as provide literacy support across the classroom. Teachers new to the district are offered two days of New Teacher training before teacher institute and provided a mentor. Individual teachers participated in sundry PD opportunities.

The principal, dean of students, and both 4th and 5th grade teachers all also attended professional development at the Ron Clark Academy in Atlanta, Georgia focused on high-quality instructional practices and how to create and maintain a climate and culture of high expectations for all students.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Jacksonville, Illinois has a variety of preschool programs in the area that help families prepare their students for the transition to Kindergarten. The Early Years Program is affiliated with Jacksonville School District #117, and serves many students who will attend South Elementary. This May, we were delighted to again offer an in-person Kindergarten Preview Night to "rising" kindergarten students and their families. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

Throughout the school year, representatives from South School participated in the collaborative Pre-K/K meeting sponsored by the Early Years Program at Central Office.

South Elementary also provides information to families via the school website and Facebook page.

Additionally, we host incoming South pre-K student visits in the month of May. This differs from the kindergarten preview night, which students attend with their parents in the evening. During student visits, the pre-k students who will attend South for kindergarten come with Early Years staff members to visit a kindergarten classroom to gain some exposure to kindergarten routines. They participate in some activities alongside our current kindergarten students and get to tour the building.

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(A) IN GENERAL

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(B) EXCEPTION
If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL
Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS
A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION
Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS
A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS
Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

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The comprehensive plan shall be:

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2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
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SCHOOL INFORMATION

School Name:	Washington Elementary		
RCDT:	01069117022000O		
Principal:	Mary Camerer		
Address:	524 S. Kosciusko Street		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-243-6711		
Email address:	mcamerer@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024-25			

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District 117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature **Date**

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Mary Camerer	Principal
Tracy Thrasher	Dean of Students
Jenn Nebel, Kaylie Lashmett	Kindergarten Teachers
Emily Maul, Linda Hansell	1st Grade Teachers
Cathy Tobin, Samantha Tallman	2nd Grade Teachers
Jerika White, Tracy Thrasher	3rd Grade Teachers
Karmen Birdsell, Regina Lowe	4th Grade Teachers
Anna Chumley, Mallory Beddingfield	5th Grade Teacher
Jacob Massey, Molly Schmidt	Special Ed. Teachers
Heather Smith, Lara Morrison	Title I Teachers
Abby Cathers, Kelsey Mierzwa	School Psychologist, School Social Worker
Sarah Bruce	EL Teacher
Jessica Howard	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
   1. Special Education
   2. Title I Services
   3. EL Services
   4.

3. Conduct a comprehensive needs assessment of the entire school:
   a. Include a copy of the document used to conduct the assessment.
   b. Sample available at http://www.cde.state.co.us/FedPrograms/consapp/na.asp.

4. Describe schoolwide reform strategies in narrative form to include the following:
   a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
   b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
   c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Washington Elementary School will implement the following reform strategies during the 2024-2025 school year to provide opportunities for all students to meet the Common Core Standards while educating the whole child.

The reform strategies begin with Tier One. Our District Priority Standards guide our Tier One Instruction. We will use Magnetic Reading and Handwriting without Tears for reading and writing in order to teach these standards. Benchmark assessments will be given to all students three times a year. Washington Elementary school will use the iReady assessment for all grades K-5th students. The iReady Assessment has progress monitoring tools built-in and students will use the iReady reinforcements to assist students in practice in both Reading and Math for at least 10 minutes daily. Literably Assessments will be given to all students K-5th grades. Formative assessments will also be given by classroom teachers between benchmark assessment windows to progress monitor and provide the classroom teachers with data on student progression. Data will periodically be reviewed to determine if any additional students need to be added to Tier Two instruction before the next benchmark assessment window using the District 117 Decision Making Guidelines.

Tier Two Instruction will be provided by classroom teachers at Washington Elementary School for students who are not meeting Common Core Standards, based on data from benchmark assessments and/or common formative assessments. Classroom and Title One teachers will provide research-based interventions and will progress monitor these students between benchmark assessments in order to monitor student progress and ensure fidelity of the interventions. After progress monitoring and benchmark assessment windows, data will be reviewed to determine which students need to continue receiving Tier Two instruction using the District Decision Making Guidelines.

Tier Three Instruction will be provided by the Title One teachers to students who are most at risk of not meeting Common Core Standards based on data from benchmark assessments and/or formative assessments and the District 117 Decision Making Guidelines. Students who receive Tier Three instruction will also be receiving Tier Two instruction in the classroom or with Title One teachers. Tier Three interventions will be research based and the most intense. Intervention groups will meet daily. The groups will vary in size (1-3 students) and duration depending on the needs of the students. Data will be reviewed to determine when a student will discontinue Tier Three Instruction based on progress monitoring and/or formative and benchmark assessments according to the District 117 Decision Making Guidelines.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

School Social Work Services are provided 5 days a week at Washington. The social worker sees students with IEP's (Individualized Education Plans) social work minutes as the first priority. The school social worker saw approximately 35 students (IEP and non-IEP) on a weekly basis during the 2023-24 school year. The data collected from the MTSS Process shows that social work services will remain the same if not grow slightly for next year. We use SASS/CARES/Mobile Crisis Unit at Washington when a student threatens harm to themselves or others. The SASS worker may offer services for 3 months after the initial contact, if needed. SASS and CARES calls are frequently made. In the 2023-24 school year, 21 risk assessments were made and 10 CARES calls were made. Parent contacts were made frequently as follow-up and students were reported to be receiving services outside of the school.

MTSS Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data is collected regarding the effectiveness of the intervention supports for the students. The interventions and results are planned and reviewed in a team format between the school staff and the student's parent. Typically, the interventions are implemented by the classroom teacher and the Title I Teacher. Washington has 3 fulltime Special Needs Teachers (2 Learning Disability Teachers and 1 Emotionally Disability Classroom Teacher). In addition, Washington had 8 Special Needs Paraprofessionals. We have a Speech Therapist that services Washington Students 4 days a week. In addition, we use outside services to assist our students when inside resources are not meeting their needs. We use SAS, the CARES Hotline, and the Mobile Crisis Unit to assist students in crisis.

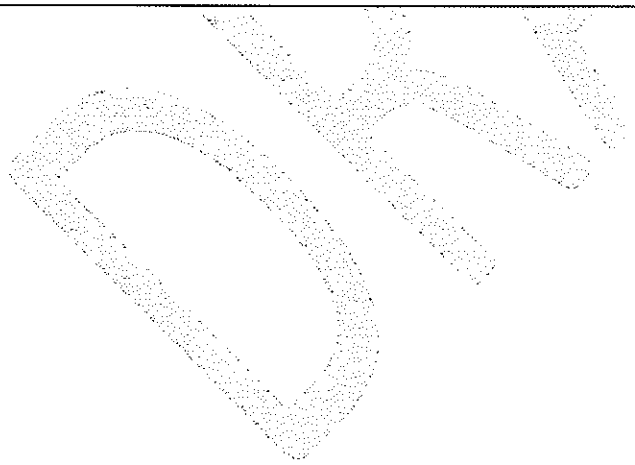
In addition, we have Crossroads Learning Center which is an alternative setting that can be utilized for students who meet the three school-day suspension threshold. By using CLC, it allows students to continue to receive educational services and are able to complete classroom work.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Washington Elementary School provides opportunities for each teacher to invite community leaders in various occupations to come to their class and do presentations on their occupations. We invite a mixture of occupations where some employees have a college education and some have trade school experience. The occupations include doctors, attorneys, firemen, policemen, nurses, farmers, mail carriers, dentists, engineers, electricians, construction workers and many more. The students have questions prepared for the visitors prior to their arrival.

We also have field trips to places like the Children's Museum in Springfield where students have the opportunity to play roles in a career. The University of Illinois Extension Office provides AG in the classroom for all 4th grade students in the district where students get to learn about agriculture and all of the aspects surrounding it. This monthly program culminates with a field trip at the end of the year where students can get hands-on experience.

Years ago, we had a job shadowing program where our intermediate grades would get to go out into the community and shadow bank, newspaper and hospital personnel, just a few of the employers in our town. It would be beneficial to bring this opportunity back for students.



7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

At Washington Elementary School we use an MTSS Team that consists of the principal, who coordinates and leads the meetings, sends out invitations and assures that the proper documentation occurs. The classroom teacher, a special education teacher along with the speech teacher if needed, the school social worker and psychologist attend these meetings. Parents are also invited and made aware of their student's progress.

In our district we have tried to streamline our MTSS System. We have a Data-Based Functional Assessment Problem Solving system, which is a universal process used to determine why a student or group of students are not responding to instruction or are struggling behaviorally. In the problem-solving process, we examine individual student data, as well as, whole classroom data to determine if it is a system issue or an individual student comprehension issue.

During the MTSS Process, we define the learning issue to determine why a student is not making academic or behavioral progress. Secondly, we develop and implement an intervention plan that includes specific goals, interventions, evaluation strategies and decision criteria after analyzing data to determine if the problem has been resolved or if the student is responding to the interventions. If not, we make adjustments to instruction and the interventions.

Washington has a code of conduct booklet that is written in kid-friendly terms. Students are given a copy of this booklet and one is sent home to parents. Expectations and procedures for a successful and positive educational experience are presented in the Code of Conduct as well as the student handbook that all parents receive. At the beginning of the year, teachers go over the Code of Conduct for all areas of the building then walk the students around the building to better explain the expectations. There are staff members at Washington who are CPI and Ukeru trained.

We also have character traits of the month that we focus on each month. Teachers pick a student who successfully displays the character trait and that student gets an award at the end of the month. All teachers use Second Steps for ten minutes a day to provide Social Emotional Learning for all students. Teachers use the strategies daily to learn to identify and manage their emotions.

The use of the school social worker and psychologist is also helpful at times to make sure that the student receives additional services at the time of need. The social worker and psychologists will meet with students in small groups and individually if needed.

We use conflict resolution, check-in check-out, rewards and incentives. We also use discipline when needed such as detentions, in-school suspensions, out of school suspensions, and Crossroads Learning Center.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic

Washington Elementary School has set a goal to offer the highest quality professional development training. After studying student data, the planning committee identified the following areas for professional development.

- Propel summer PD focusing on:
    - SORing into a New Year – August 6 & 7, 2024 – 8:30 – 3:00 p.m.
    - Teachers will dive into the Science of Reading through guided sessions & team planning.
    - Topics will include: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.
    - Teachers will answer the following questions: 1) What did we want students to know? 2) How do we know if they know it? What are we using to measure it? 3) What do we do if they don't? 4) What do we do if they do know it?
- Year Long PD: *(08/06/24, 08/07/2024, 9/10/24, 10/22/24, 11/12/24,1/28/24, 3/11/24, 4/01/24)*
    - Podcasts and videos.
    - Topics will include best practices in reading instruction as they pertain to the five pillars of reading and trauma informed teaching.

Data collection and analysis is a continuous process at Washington Elementary School. All staff share in the responsibility for making, implementing and supporting the changes needed to reach high academic standards. Student achievement in literacy is measured three times during the year using the iReady Assessment and Literably school-wide. Assessment data is recorded on shared classroom data sheets. MTSS meetings will be held every 6-8 weeks to evaluate student progress. In addition, classroom teachers will meet as a grade to discuss and evaluate student progress towards meeting the priority standards.

Washington Elementary School provides a desirable atmosphere for highly qualified teachers. The staff is diverse in experience which benefits both staff and students. Jacksonville School District offers New Teacher Induction Training each year to help new teachers transition to our district.

Paraprofessionals and Secretaries are also provided trainings throughout the year that are specifically aligned with their job duties. Trainings are provided by Four Rivers Special Education, the Regional Office of Education, Jacksonville School District and Jacksonville School District Special Services Department.

assessments, and to recruit and retain effective teachers, particularly in high need subjects.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Washington Elementary School works with the local preschools and parents to familiarize them with Washington and the transition from Pre-K to Kindergarten. Each year we have a Kindergarten Preview Night held in May. Kindergarten students and their parents get to tour the school, meet the teachers and learn what to expect when students come to Washington. We also have a Meet the Teacher Night/Open House prior to school starting where parents and students come and meet their teacher and bring their classroom supplies. Our district Kindergarten Teachers meet with our district pre-K teachers at least three times a year to discuss transitions, goals, standards, etc. Our district kindergarten teachers gather information to prepare for the upcoming year by meeting regularly. They have created a checklist of skills children should have as they enter kindergarten. The kindergarten teachers gather information to prepare for the upcoming year by meeting as a team on students with specific needs and observing them in their preschool classes. Another method we have used to help transition students is to work with some of the local preschools to receive documentation on incoming students regarding their strengths and areas to work on and what services may need to be provided.

As a district we have worked to broaden our communication with the daycares and preschools in our community. By doing this we are hoping to broaden the communication gap so that parents can learn more about the Kindergarten that their child will attend the upcoming year. In addition, as a district we have created a plan for pre-school and Kindergarten teachers to visit each other's classrooms and also bring Kindergarten students to visit the Kindergarten classroom at the end of the school year prior to pre-k students arriving. In addition, it is really beneficial for the pre-K parents to be able to meet and become more familiar with the Kindergarten teachers and principal. A strong relationship encourages trust and a partnership. The district administrators have discussed having supports in place for the first month of school to ease the students into the transition. Additional staff, subs, paras, social workers or psychologists could help students who struggle with environmental changes. We continue to teach Second Steps and provide other SEL supports, however, we feel that the more support, the better.

Parent communication is typically strong at Washington. The teachers use Class Dojo to communicate with parents, along with notes home, phone calls and face to face conversations when the parents come to pick up their students at the end of the day. The teachers use the student portfolio on class dojo to share student work and progress. Washington returned to our newly renovated building in 2023-24, where we hosted parent and community tours, open house/meet the teacher night, parent-teacher conferences and many activities where parents were welcomed into our building. In 2024-25, we will continue parent involvement activities.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY
Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION
If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL
Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION
Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS
A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS
Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
    - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
    - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.

4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.

5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

DRAFT

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be: ● Approved by the Local Board of Education
● Signed by the School District Superintendent
● Kept on file with all Title I records
● Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Jacksonville Middle School		
RCDT:	010631170221013		
Principal:	Celeste Lashmett		
Address:	664 Lincoln Avenue		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-243-3383		
Email address:	clashmett@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2024-2025	**51%**		

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District 117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

_____ _____
Superintendent's Signature Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Celeste Lashmett	Building Administrator
Charity Karr	Building Administrator
Tim Roberts	Building Administrator
Kelly Zoellner	Curriculum Director
Rachel Weber	Title I Teacher
Emilee Secrist	Title I Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. English Learners may be served under Title I.
2. Students with IEPs and Section 504 plans may be served under Title I.

3. Conduct a comprehensive needs assessment of the entire school:

Summary of Needs Assessments:

https://docs.google.com/spreadsheets/d/1dTaFeNbC1j21YjBbTYHZmRmFsQgQ6oZuAKw3xH6MzT8/edit?gid=0#gid=0

4. Describe schoolwide reform strategies in narrative form to include the following: a. Provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

All general education students have access to the universal curriculum in the content areas of language arts, math, science, social studies, physical education and health. Collaboration time for content area/grade-level teachers is built into the daily schedule with common planning time. This allows teachers of the same courses to collaborate at least weekly, up to daily, in order to ensure similar curricular experiences regardless of the teacher/team of each student. Common assessments are also used at each grade-level and content area. Differentiated instruction is also available to all students in the general education and special education classrooms.

Common planning time has also allowed teachers to align their content and curriculum to the state academic standards. Teachers of the same academic discipline have shared planning time daily. This time is spent on lesson/unit planning, data analysis and intervention planning.

We follow the JSD#117 Decision Making Guidelines for the RTI process in order to address the academic and behavioral needs of students in the classroom. This process includes the teacher, administrator, and parent working to develop a plan to address the needs of the student with interventions that can be progress monitored over a 6-9 week period. This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (iReady test, given three times annually) and on the Qualitative Reading Inventory (QRI). We have also included a Math Strategies class to support students with mathematical needs. Teacher recommendations and evaluations are considered at Problem Solving meetings with general education teachers, Title teachers, and administration present. Those students placed in a reading or math intervention class will receive intensive instruction. Reading intervention classes use Literably, Pioneer Valley Books,as well as additional intervention materials to best support the needs of the students. Math intervention classes are driven by results from iReady testing and using a student's "My Path." The goal of intervention classes is to accelerate student growth in the areas of reading/math and to close the gap between student performance and expected levels.

Vertical alignment of prioritized state learning standards are assessed and reflected on yearly. Curriculum and assessments in the classroom are designed around these learning standards. We use our prioritized state learning standards to develop end of year assessments for every class at the middle school to gauge mastery of standards at every level. This year, PLS aligned formative and summative assessments were updated with standards.

Subgroups:

Homeless Students-The school secretary responsible for enrolling new students and the School Social Worker are trained in identifying students who may be classified as homeless. This is a simple screening process for students new to the district, but the counselors also survey students who are not new to the district to screen for possible homelessness. When a student is identified as homeless, school and district policies and procedures are put in place in alignment with McKinney-Vento requirements and recommendations in order to ensure that these students are able to succeed in the school.

Children with Disabilities-Students with IEPs and Section 504 plans have access to the standards-based curriculum. Multiple scheduling options, as well as differentiated instruction, help students close the gap with their peers who are performing at grade-level. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning. All four core content areas at all grade levels also have direct instruction sections taught by special education staff. Opportunities for these sections to utilize labs for science, for example, have been implemented. Cross-categorical, self-contained classrooms for students with more impactful cognitive and emotional disabilities are also available as an option for students with disabilities. In recent years, we have tried to more conscientiously place students in the sections that best meet his/her needs, even if it may be different types of sections for each content area.

English Learners-District policy dictates (based on State guidelines) that the parents of students new to the district complete a Home Language Survey at the time of enrollment. Students who speak a language other than English or in addition to English in the home are referred for screening to determine eligibility for EL services. Students who are found eligible, are enrolled in an EL class daily. In addition, they are placed in a language arts section that features an EL-certified teacher to co-teach with the general education instructor. EL students are enrolled in general education math, science, social studies, and physical education/health. This immersion model is utilized to ensure the students' access to curriculum aligned to the state standards. iReady tests as well as curriculum-specific assessments are used to monitor the progress of ELL students.

b. Use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

The standard schedule of the school includes six periods of instruction in addition to a daily advisory period that we call Crimson Time. During Crimson Time, teachers are able to pull students for interventions and additional supports. Multiple scheduling options, as well as differentiated instruction, are available for students also. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning.

Built into the daily schedule are classes available to enhance students' reading comprehension, vocabulary and writing skills. The daily advisory period is another opportunity for students to receive additional instruction and practice.

Teachers in the science department continue to implement more inquiry-based lessons and activities into their curriculum. This type of instruction goes hand in hand with the Next Generation Science Standards. Our 7th grade teachers have also worked this year to also implement some of the engineering standards into their curriculum.

In the Math Department, in 6th grade, one level of math is offered. In 7th grade two levels of general education math are offered: standard 7th grade math and accelerated math. The accelerated math moves at a quicker pace and requires students to delve deeper into foundational concepts of math. By midway through the second semester, students are introduced to concepts from the algebra class. At the 8th grade level, two courses are also offered: standard 8th grade math and Honors Algebra I. These options open up opportunities for enrichment for students performing at and above grade-level.

Placement in standard and accelerated/honors sections is guided by the program of schoolwide assessment via iReady scores. Current and previous years' scores inform placement and also serve as a means to monitor growth. School Improvement Planning days built into the district calendar nearly every month provide an opportunity for staff to regularly examine the data, collaborate, and/or develop plans to address shortcomings.

At Jacksonville Middle School, we are also able to offer enrichment classes in the fine arts, including Choir, Winds Ensemble, Concert Band, and Orchestra. These courses are ongoing through the entire school year and meet daily. In addition, for those who do not take one of the vocal or instrumental music courses, a rotation of quarter-long classes is offered. These courses include Music, Media and Technology; Art; Academic Advisory; two different technology electives (robotics, coding, technology design, programing, etc.); Theater; Debate; and ASL. Rounding out programming at Jacksonville Middle School are several opportunities for extracurricular activities. Students are able to participate in Student Council, Crimsons in Action (a student leadership program in which students provide social-emotional lessons monthly to groups during Crimson Time), Scholastic Bowl, Yearbook Club, and Rainbow Revalution Club.

Athletic activities available at Jacksonville Middle School include Boys & Girls Cross Country, Boys & Girls Golf, Boys & Girls Basketball, Girls Volleyball, Wrestling (coed), Boys and Girls Track & Field, Cheerleading, and Dance teams, Football, Softball, Baseball, and Scholastic Bowl.

a. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We follow the JSD#117 Decision Making Guidelines for the RTI process in order to address the academic and behavioral needs of students in the classroom.This process includes the teacher, administrator, and parent working to develop a plan to address the needs of the student with interventions that can be progress monitored over a 6-9 week period. This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (iReady test, given three times annually) and on the Qualitative Reading Inventory (QRI). Teacher recommendations and evaluations are also considered at a quarterly Title meeting with general education teachers, Title teachers, and administration present. Those students placed in a reading intervention class will receive intensive instruction. Reading intervention classes use Literably, Pioneer Valley Books, as well as additional intervention materials to best support the needs of the students.The goal of reading intervention classes is to accelerate student growth in the area of reading and to close the gap between student performance and expected levels.

Interventions other than those implemented in the general education classroom may also include the following: RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) process, and more frequent sessions with the school counselor or social worker. SEL lessons are run by the school counselors. Students struggling with grades meet with a counselor before school and during lunch, where they address study skills and social-emotional skills and also provide time for students to work on assigned

work. The objective is to assist students in stabilizing their grades and to provide them with the skills to maintain the grades. RENEW is a wraparound program described in #5 below and designed to support students both academically and in terms of social-emotional health.

Administrators and counselors also identify by the end of the first quarter the students whose midterm and T1 grades indicate they are not finding success. These students are monitored and counseled by an assigned administrator or counselor through the school year. We use this time to identify strategies or interventions that would best support the student.

Another intervention available to struggling students is provided by Illinois College students. These students are matched with JMS students and meet with them during advisory time once or twice each week to work on reading or math skills or homework. The availability of this intervention, however, is dependent upon the ability of Illinois College students to adjust their schedules in order to meet with JMS students. Illinois College students are also available for tutoring after school on Tuesdays and Thursdays.

This year, JMS worked directly with the Boys and Girls Club to build an afterschool program that supports struggling students. We first identified students that needed additional academic support for the program.

5.Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

At JMS we are fortunate to have two full-time school counselors who are instrumental in helping to meet students' needs, particularly regarding mental health and social-emotional skills. While much of their work is with students in acute situations of varying degrees of crisis, their work with small groups of identified students through our school-wide needs assessment (described in #4 above) and the RENEW process provides important support for students, particularly those with behavioral and/or social-emotional challenges. RENEW is an individualized, wraparound process in which students work with the counselor to identify a support team and to work on strategies to transition from middle school to high school and on to independent adult life.

While RENEW is considered a Tier Three intervention, the Social Academic Instructional Groups (SAIG) led by the counselors provide Tier Two support for students with social-emotional challenges. Students meet in small groups with a school counselor once a week to work on specific pro-social skills.

The school counselors also lead periodic suicide and self-harm prevention awareness activities. These relatively low-key activities are designed to make students aware of resources available to those who might be considering suicide or self-harm or who are friends of those who are. The school counselor enhances student awareness of signs of students who are struggling with these thoughts and makes students aware of what they can do to help.

Our counselors have also started to work with students that request transition plans. We're trying to offer them the most support possible during their transitional phase.

A full-time school social worker is on staff at Jacksonville Middle School. The staff member's primary caseload includes students with IEPs, but she also sees other students as needed or if specified in Section 504 plans.

In addition, some students at JMS receive counseling services during the school day from outside agencies. Students and the outside counselor are provided with a private place in which to meet. When possible, these meetings are arranged during times when students are not missing academic work. These organizations include but are not limited to Memorial Behavioral Health, Midwest Youth Services, DCFS, CARES, SASS, and CASS County Mental Health.

While not direct counseling services, the school counselors host the district's 5th grade classrooms each spring to discuss JMS classes, programs, and expectations. This helps to calm some of the anxieties of the students as they prepare to transition to middle school. In addition, an orientation night for 5th grade parents is held each spring so students and their parents can visit the school and receive information about the school. This is also designed to help alleviate anxiety for both students and parents. Sixth graders in self-contained cross-categorical and emotional disability elementary classrooms are invited to visit

Jacksonville Middle School to meet staff, see their classroom for the next year, and meet key staff members.

In terms of transitioning to high school from JMS, each spring students in our cross-categorical, self-contained classrooms visit Jacksonville High School to tour the building, meet staff members, and see their classrooms for the following year. Again, this simple activity is very effective in calming anxieties in our 8th grade students.

6.Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

All eighth grade students participate each year in a morning-long "Reality Day." This activity features a session on college admission and attendance presented by personnel from Illinois College, a session of career exploration utilizing Career Cruising, and a simulation in budgeting and bill paying presented by staff from the University of Illinois Cooperative Extension Service. Parents and community members assist with the program, which receives positive reviews from students and volunteers each year.
As previously mentioned, students who are at or above grade-level in mathematics at Jacksonville Middle School have the opportunity to take a sequence of courses that includes Accelerated Math and Honors Algebra. Successful completion of these courses prepares students for Honors Geometry as a 9th grader at Jacksonville High School, leading into the sequence that concludes with AP Calculus. It is possible for students in Algebra I at JMS also to enter the JHS sequence leading to AP Calculus.

7.Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

A schoolwide tiered program called Crimson PRIDE and based on PBIS principles utilizes data to identify behavioral and academic concerns of the school. Currently these are tardies, missing assigned work, grades, and discipline referrals. A leveling system with four levels provides a framework for privileges based on students' data for tardies, missing work, and referrals. Data is collected following each midterm/report card, in intervals of 4-5 weeks. This data is also used to recommend students for interventions such as Check In/Check Out and SAIG groups.

The Decision Making Guidelines process described previously can be used to address behavioral concerns with students as well. In addition, some staff members are trained to conduct Brief Functional Behavioral Analysis and to implement behavior plans for students when necessary.

At JMS, we keep data from students' Attendance, Behaviors, and Course Work (F's) in order to determine supports that would best suit each student. This also works as a system of checks and balances to ensure we're always striving to improve our overall support for students. The information collected from these ABC's has helped drive initiatives for the 23-24 school year to be implemented to continue to address the needs of our students.

Many students with Individual Education Plans also have Behavior Intervention Plans incorporated into their IEPs with a variety of interventions to address their individual behavioral challenges.

An alternative to out of school suspension is available to students in grades K-8. Crossroads Learning Center. This program provides a therapeutic opportunity for students through the services of an on-site social worker and staff who build rapport and continue to maintain relationships with students after they return to their home school at the conclusion of suspension. CLC is also utilized as an alternative to expulsion for students in grades K-8.

The Jacksonville Middle School Student Services Office, composed of counselors, social worker, psychologist, and administration meet daily to assess the greatest needs of the students and create a plan for how best to assist and support the student to be successful in school.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

At the district level, 2-3 days of training are provided to all teachers new to the district to make them familiar with district protocols. A mentoring program pairs new teachers with experienced staff and potentially impacts instruction as well as retention of teachers.

School District 117 administrative staff provide orientation and training to district paraprofessionals to enhance the delivery of services to students with IEPs and Section 504 plans. These online forms of professional development are offered through The Master Teacher Online. The in-person trainings are offered through our local ROE and district special education administration.

School Improvement Days are built into the district calendar, providing release time for teachers and staff nearly once per month for the purpose of working on School Improvement initiatives and data analysis.

Teachers are encouraged to attend professional development and supported to do so by administration. Many of our staff took part in “RTI at Work” training that helped expose many of them to the different supports/opportunities offered to students to help them be successful. This training also focused on best teaching practices and improving communication between teachers to help best meet the needs of struggling students.

Necessary staff also take part in CPI and Ukeru training every year.

Teachers of the self-contained Emotional Disabilities classrooms meet and collaborate with a BCBA trainer and building and district administrators to develop an enhanced structure for these classrooms in order to better support the students in these rooms.

The JMS Guided Coalition meets to discuss what areas of professional development are needed. The JMS MTSS Team meets 1-2 times per month to establish norms for Crimson Time and is currently working on improving our Teacher Team meetings in order to better follow the Decision Making Guidelines.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

None

CONSENT ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of Elementary Handbooks

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the elementary handbooks for the 2024-2025 school year as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	BEARD	_____	_____	TRACE	_____
_____	LONERGAN	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	STEWART	_____			

Updated Information:
Please see attachment of updates.

Elementary Handbook updates

Please note that this is not a final update for the 2024-25 school year. We will issue another update in early August, once the General Assembly has adjourned and the Governor has signed all legislation.

Handbook Procedure Number & Title	Description	Status
MSH 1.40 Visitors	Revised and updated to comply with PRESS.	Revised
MSH 1.210 Free and ReducedPrice Food Services; Meal Charge Notifications	This new procedure is provided as an additional resource. The information provided herein is required by federal law and may be placed in the student handbook or otherwise provided to parents.	New
MSH 5.70 Targeted School Violence Prevention Program	This new procedure is optional, however, P.A. 101-455, as amended by P.A. 102-791 and P.A. 103-175, requires school districts to implement a threat assessment procedure.	New
MSH 6.40 Prevention of and Response to Bullying, Intimidation, and Harassment	Revised and updated to comply with PRESS and State law.	Revised
MSH 6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	Pursuant to Public Act 103-472, the Racism Free Schools Act (effective August 1, 2024), a school district is required to have a separate policy on discrimination and harassment on the basis of race, color, and national origin	New
MSH 6.45 Harassment & Teen Dating Violence Prohibited	Revised and updated to comply with PRESS and Public Act 103-472.	Revised
MSH 10.70 PUNS Database Information for Students and Parents or Guardians	Pursuant to Public Act 103-504, schools must include in their student handbook certain information on PUNS (Prioritization of Urgency of Need for Services), including contact information for the PUNS-trained employee.	New
MSH 12.110 Sex Offender Notification Law	This procedure is updated to comply with PRESS and revised to incorporate the pertinent information from MSH procedure 12.120, Sex Offender & Violent Offender Community Notification Laws.	Revised

RICH HISTORY, BRIGHT FUTURE

Elementary Student Handbook

2024-2025

Eisenhower Elementary

1901 W Lafayette Avenue

Jacksonville, Illinois 62650

(217) 245-5107

www.eisenhower.jsd117.org

August 2024

Dear Eisenhower Elementary Parents/Guardians,

Welcome to a new school year at Eisenhower Elementary School! What a joy to return to our newly-renovated school building on Lafayette Avenue. The facility is simply amazing, and I can't wait for students, families, and community members to see it.

Of course, a school is much more than a building. That's why, once again this year, members of our faculty, staff, and administration are committed to setting the conditions to create a collaborative learning environment in which each child has the opportunity to reach their full potential.

One way we ask you partner with us to review and discuss with students the salient policies and procedures presented in this Handbook. Please read together this handbook with the offerings and expectations for students, and do not hesitate to contact the school with questions.

Another means of parent/guardian support in our work is to become active partners with us in the education of your student. There are multiple ways to become involved in the school: please consider joining us for our quarterly Parent Teacher Advisory Council (PTAC) meetings, volunteering for school events (via certification from Secure Volunteer), and staying attuned to your child's midterm and quarterly grade reports. Look for your child's teacher to also elicit communication with you via email and other electronic modes.

Here's the bottom line: we want to partner with you, because you are your child's first and foremost teacher. Any time you might have a question, please do not hesitate to contact the school. We look forward to joining with you to provide a great education for your child!

Eagle Pride,



Tim Chipman
Principal

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Mr. Tim Chipman, Principal
Mrs. Alyson Karsgaard, Dean of Students

The school is located and may be contacted at:

1901 W. Lafayette Ave.
Jacksonville, IL 62650
217-245-5107
www.eisenhower.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement including current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal

athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations. Our school has enjoyed strong support and involvement of our Parent Teacher Advisory Council (PTAC) for many years. The PTAC consists of teachers and parents/guardians with students enrolled in Eisenhower. A volunteer sheet is available at registration and is also sent home during the first weeks of school.

The PTAC carries out numerous "parent involved" activities and programs during the year. The PTAC has provided Eisenhower with computers, iPads, smart boards, cameras, paper, trees, new books, playground equipment, games, etc.

All parents are welcome to attend PTAC meetings. Please contact the school for more information.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

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

- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

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

Warning Signs of Boundary Violations

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

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee’s home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student’s physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

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

National Sexual Assault Hotline at 800. 656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25. ABUSE (2873)

1.185 Faith’s Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District’s Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District’s website or requested from the Superintendent’s office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for

anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to

provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately

returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.
The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law. Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:05 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school via telephone before 8:15 a.m. An email/electronic message to the secretary and/or teacher does not replace an actual phone call to the school. When you call by 8:15 a.m., in order for us to place our lunch order, we will need to know the student's plan for lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically

unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.
Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. Breakfast may be purchased on a daily basis for $1.75 or may be deducted from a student's cafeteria account. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase a school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

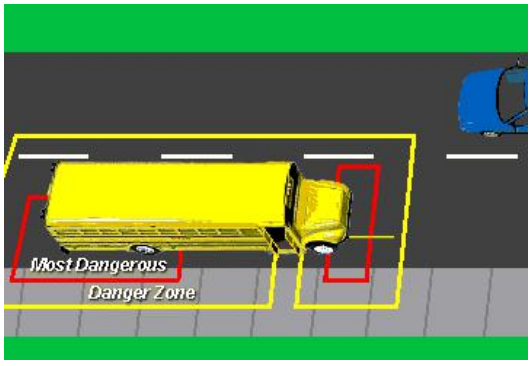
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross

disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

Students Who Are Transported by Family Vehicle

Please communicate these expectations to your child, and help him/her know what vehicle to look for at end-of-day dismissal.

Arrival:

- Drivers should enter the Eisenhower drop-off lane (heading westbound) from either Clarke Dr. or Crabtree Rd.
- Vehicles form single file line alongside the curb (covered sidewalk and do not release students until all cars are stopped and an alert for exit is given)
- Pull forward as far as you can
- Do not enter staff parking lot
- Drivers in this lane may not exit vehicles
- Should your student require extra assistance or you wish to walk him/her to the door, park your vehicle in the parking lot and walk your child across the crosswalk toward the front doors
- Parents/drivers will not enter the building
- Front doors open at 7:30 a.m.
- All students enter through front doors
- Students report either to the gymnasium or, if eating breakfast, to the cafeteria
- Drivers exit onto Lafayette Ave.

Dismissal:

STEP 2:20 p.m.

- Drivers should pull into the staff parking lot, forming a single westward facing line
- Exit towards Lafayette Ave.

Kindergarten 2:25 p.m.

- Drivers should park along Lafayette Ave. or Crabtree Rd. and walk toward east lawn of school where teachers will deliver students to guardians.

Walkers/Riders 2:35 p.m.

- Drivers should enter the Eisenhower drop-off lane (heading westbound) from either Clark Dr. or Crabtree Rd.
- Vehicles form wo parallel lines, Lane 1 and Lane 2
- Once all cars in the zone are stopped, students will load
- Once all students are loaded, Lane 1, then Lane 2, will release towards Lafayette
- Do not enter staff parking lot
- Do not enter parking lot

Other:

- Students who walk to school should use sidewalks, crossings, and designated lines and avoid criss-crossing through the parking lot.
- Students who ride bicycles or scooters should walk their vehicles on school grounds and across crossing areas. They should not ride on sidewalks and should also avoid criss-crossing across the parking lot. Riders should obey traffic signs and go with the flow of traffic. Bicycles should be parked in an orderly manner in the racks provided on the east side of the building. Locks should be used and will not be provided. Skateboards, rollerblades, and hoverboards should not be brought to school.
- Visitors to Eisenhower should park in the school parking lot. Visitor parking is not permitted in the smaller staff lot or along the front covered sidewalk.

Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination
All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.
Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.40 Safety Drill Procedures and Conduct
Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the

rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.

7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
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tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
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(217) 245-5107
tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

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

Sexual Harassment Prohibited

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.

12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).
The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.

2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

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

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

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

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed on Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

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

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)

- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

Students Searches
School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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

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

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

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

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

10.30 Exemption from Physical Education Requirement

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital

formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records
A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting

another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

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

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.
A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2024-2025

Lincoln Elementary

320 Independence Street

Jacksonville, Illinois 62650

(217) 245-8720

www.jsd117.org

The Lincoln School Community will provide the highest educational experience for its Students with respect for all!

Dear Families and Friends of Lincoln Elementary School;

The teachers, staff and I welcome you to the 24-25 school year. Our goal is for the year to be successful and enjoyable for every student. We will provide assistance for each child to acquire the skills needed for future success. We will do so while encouraging each student to be creative, use their curiosity effectively and develop a desire for becoming learners.

We believe a child will best succeed if there is a partnership between the school and the home that fosters an atmosphere of education. Parents and caregivers are an essential part of the educational process. Learning is not easy! It involves effort, learning from mistakes and support at home as well as in the classroom.

The following pages of the Handbook contain important information about policies and procedures that families and students need to know. Please examine each page together with your child so you and your child will understand what is offered and what is expected of our students.

Feel free to contact the school if you have questions about our policies, rules and expectations of our students. Open and clear communication between the school and families is important to the success of our students. We at Lincoln Elementary School are dedicated along with you to our children's academic development.

We have made a strong commitment to creating a positive and safe environment for learning. Every student will have the opportunity to learn and succeed in school. To ensure that we will work with you this year and we will share the joy of seeing our children learn. You can find more information by looking at the school website at www.Lincoln.jsd.117.org.

Sincerely,

Sue Lovdahl, Principal

Lincoln Elementary School

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Ms. Sue Lovdahl, Principal
Mr. Jeremy Davidsmeyer, Dean of Students

The school is located and may be contacted at:

320 West Independence Street
Jacksonville, IL 62650
217-245-8720
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the district. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact the Central Office.
4. If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal

athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

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

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image

- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors
School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

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

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

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

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization

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

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide

mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

- Appropriate school discipline

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law. Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.
For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an

alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced-price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

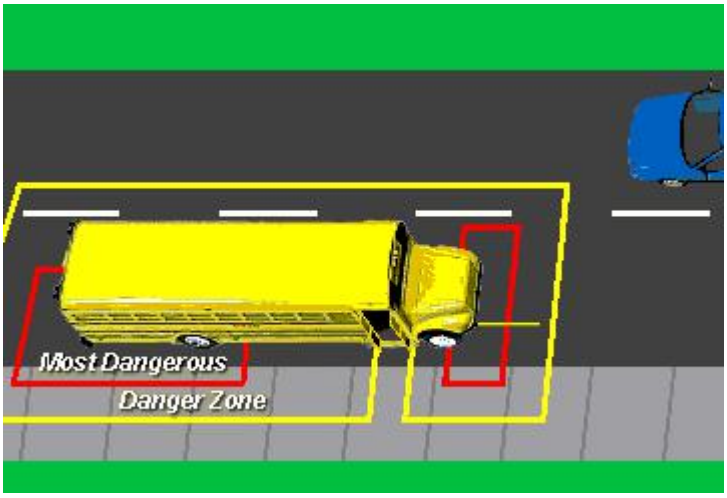
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop Off/Pick up, Traffic Patterns, and Parking

The traffic pattern, parking area, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by …

- Pulling all the way down to the second set of doors (west-end of building) when dropping off in the morning. This reduces waiting time.
- Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
- Vehicles should not park in front of the building, this is part of the driveway possibly creating a dangerous situation.
- Observing and respecting the traffic pattern.
- Respecting crossing guards…they keep our children safe!
- Respecting **SCHOOL ZONE SPEED LIMITS.** Offenders are reported to local law enforcement.
- Obeying State Law regarding NO CELL PHONE USE. Offenders are reported to local law enforcement.
- Watching out for children at all times.

Students Who Walk to School

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through people's yards.
At dismissal all walkers should only use the marked crosswalks.

Students Who Ride Bicycles or Scooters…

- should walk their vehicles on school grounds and across the supervised crossing area east of the school
- should NOT ride on the school sidewalks
- should ride in the same direction as traffic staying to the side of the road
- should not ride in the middle of the road or "crisscross"
- should obey traffic signs

- should be paired in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- skateboards and rollerblades should NOT be brought to school

Parents may park along West Independence Street. **Parking is not permitted in the front circle drive during arrival and dismissal times**. There is no parking allowed along the West drive of the school, and handicap parking is available along the East side of the school as the designated spots.

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.- 8:05 A.M. Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.

2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- All students who arrive after 8:05 am must report to the office for "sign in" and a tardy pass.
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be

removed before entering.

- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

General School Rules

- Walk on the sidewalks and inside the building at all times.
- Treat other students with respect.
- Proceed quietly and orderly in the building during class times.
- Show respect for adults and listen to and follow their directions.
- Respect the property of others and take good care of school property.
- Use the restroom appropriately without "horseplay" or disturbing noise. Help keep them clean. Do not loiter there.
- Know and obey all other school rules and procedures.

Playground Rules

- Stay in assigned areas. Do not leave the playground without permission from the adult in charge.
- Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
- Stop and listen when the whistle blows.
- No food or drink on the playground.
- Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
- "Rough play" is not allowed. (ie. No tackle football, etc.)
- Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
- Line up promptly when the whistle is blown.
- Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

Indoor Recess Rules for the Classroom

- Walk directly from the classroom to the lunchroom.
- No running or chasing in the classroom.
- No throwing things, unless they are part of a teacher approved game.
- No loud or rough play.
- Put games away and be seated when time to get ready.

Other General Rules

- Keep your hands, feet, and body to yourself. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
- Use appropriate language. (No talking back, swearing, mean spirited teasing, name calling, etc.)
- Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher's permission.
- Any dangerous objects (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
- Perfume, body sprays, and make-up should be applied at home, not school. No fake fingernails at school.

Damage to School Property

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

Library books: If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

Textbooks: Cost as much as $60 each when new.

Lockers: Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
8. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.

20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650

(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts;

name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

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

Sexual Harassment Prohibited

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

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

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.

7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

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

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

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

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.

6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information

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

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

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

7.50 Use of Artificial Intelligence

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

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

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure

that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a

committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

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

Isolated Time Out, Time Out, and Physical Restraint
Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation
The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs
For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.

5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

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

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

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

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

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

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2024-2025



Murrayville-Woodson Elementary

307 Masters Street

Murrayville, Illinois 62668

(217) 882-3121

www.jsd117.org

Message from the Principal and Staff

Dear Murrayville-Woodson Elementary Parents and Families:

Welcome Back! We are happy to have the privilege of working with you and your children this year. We will work hard to provide your children with the best possible opportunity for educational, emotional, and social growth. We are excited about working with your children and building a positive relationship with you.

The information included in the Parent/Student Handbook will allow you to know what the expectations are at Murrayville-Woodson Elementary in regard to the school program. I would ask you to please read this handbook with your child. Discuss the contents with your child and please call the school if you have any questions about the information. Keep your handbook throughout the year and refer to it if you have questions. If something is not clear, please call Murrayville-Woodson Elementary for clarification.

My goal is to help provide a quality learning experience for all students. I recognize that the best learning takes place when the school and home work together, support one another, and communicate on an ongoing basis. For this reason, I welcome opportunities to discuss with you any questions or concerns that you might have about your child's learning experiences, behavior, or other needs.

At Murrayville-Woodson Elementary, we feel the support and involvement of parents is a key part in the school environment. I would like to take this opportunity to encourage you to become involved at Murrayville-Woodson Elementary.

The faculty and staff of Murrayville-Woodson Elementary wish you and your family well during the coming year. We all look forward to working with you and your students in making Murrayville-Woodson Elementary School the best it can be.

Sincerely,

Emily English

Principal

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.130 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Mrs. Emily English, Principal
Mrs. Amanda Braley, Dean of Students

The school is located and may be contacted at:

307 Masters Street
Murrayville, IL 62668
217-882-3121
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

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

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends

- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

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

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

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

Warning Signs of Boundary Violations

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

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

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

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of

the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 7:50 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.
Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed

statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30. Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive “low balance” alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the “For Parents” tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

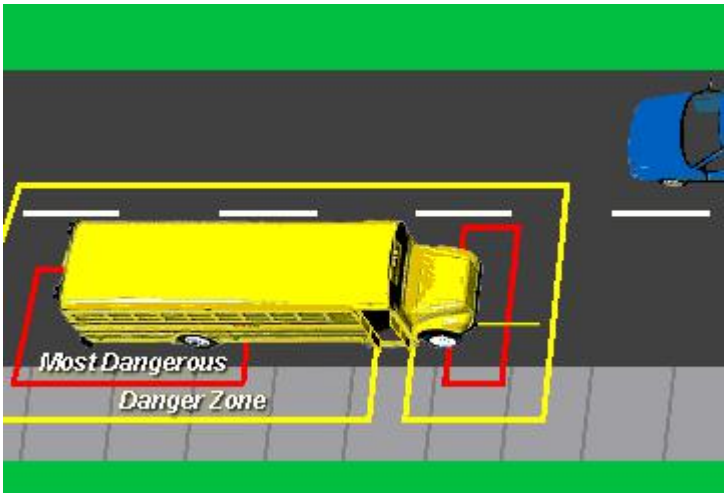
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district’s regular suspension procedures shall be used to suspend a student’s privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student’s parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student’s safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.

4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.

5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Parking

The school has specific locations available for school visitor parking which are located at both the north and south side of the school. Those dropping off and picking up their students may do so in the appropriate locations. The morning drop off window begins at 7:20 am and ends at 7:50 am.

Please use the designated parent drop off area at each school, or park in the visitor parking lots and walk your child safely to the school. **Do not park or drop off your child in the bus lane.**

Please make prior arrangements before 11:00 am when you know you will be picking up your child. For safety reasons, parents must attend to younger children at all times. Please do not allow younger children to wander unsupervised.

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

Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain

exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination
All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.40 Safety Drill Procedures and Conduct
Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3)

evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:20 a.m. Classes begin at 7:50 a.m.; students are dismissed at 2:15 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.

7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.

4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

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

Sexual Harassment Prohibited

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator:

Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650

(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
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Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.

9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system

administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

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

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.

6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

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

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

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

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts

- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

7.50 Use of Artificial Intelligence

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

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

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure

that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a

committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

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

Isolated Time Out, Time Out, and Physical Restraint
Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation
The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs
For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.

5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

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

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

<u>11.30 Student Biometric Information</u>

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

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

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

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

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2024-2025

North Elementary

1626 State Highway 78 N

Jacksonville, Illinois 62650

(217) 245-4084

www.jsd117.org

The First Full Attendance Day is August 14th, 2024 from 8:00 AM - 2:30 PM

Mission of North Elementary School

North School will provide a nurturing academic and social-emotional environment for all learners as they strive to reach their fullest potential.

...developed by the Guiding Coalition Team (Spring 2023)



Dear North Community,

I am thrilled to begin my tenure as principal of North Elementary. As a lifelong resident of Jacksonville and a graduate of JSD #117, I could not ask to be in a school with a stronger staff, more committed community members, and eager students.

This handbook, approved by the Board of Education, includes policies and procedures to help us accomplish this. Please be sure to read it and keep it for reference. Although it is not comprehensive, we tried to make it helpful and clear. All of the information in the Jacksonville School District 117 Activities Calendar and Behavior Code also applies to North Elementary School.

Please do not hesitate to reach out at any time— our school cannot demonstrate the desired success without open and honest communication. I look forward to working in concert with all stakeholders as we strive to achieve our mission of supporting all learners in realizing their fullest potential.

Here's to a wonderful school year!

Mrs. Bobbie Mills

Mrs. Bobbie Mills

Principal of North Elementary School

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Mrs. Bobbie Mills, Principal
Mrs. Amanda Braley, Dean of Students

The school is located and may be contacted at:

1626 State Highway 78 N
Jacksonville, IL 62650
217-245-4084
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the district. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact the Central Office.
4. If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as

possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible

for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

We are proud of North's active parent-teacher organization, the Community Club. This group tirelessly gives volunteer support and financial assistance for the good of North School through a variety of activities and projects. All North parents and teachers are members. Their efforts and support are greatly appreciated.

The Community Club members meet monthly at North School. These meetings are generally brief. All families are encouraged to attend. Please see the school calendar on the website for dates and times of upcoming meetings.

Each year we send home a note seeking volunteers for Community Club projects. If you did not have a chance to volunteer and would like to be involved, please call the office or one of the officers. We will send you a form or simply add your name to the list of volunteers for those projects you are interested in. Any way you can help will be appreciated. The following are some of the Community Club projects supported by volunteer help:

PENNY WARS: An all-school class competition to see who brings in the most pennies and points for North in the spring.

REFRESHMENTS: "Goodies" are provided at most special events. Workers may be needed to help serve. Each grade takes a turn providing cookies or other refreshments. Notes requesting your help are sent home approximately a week beforehand.

FIELD DAY: This is held each May or June during the school day for students. Organizers and workers are needed at school around the lunch periods and into the afternoon.

FIFTH GRADE AWARDS: Parents are needed to help organize and work at this evening event in late May.

SPELL-A-THON: Students raise money for North by mastering spelling words. Cash incentives are given. Participation is voluntary. Your support is appreciated. Organizers and workers are needed during parts of two school days to tally amounts and check the spelling tests.

TEACHER APPRECIATION LUNCHEON: The last day of school, North teachers and staff members, including bus drivers, are appreciated with a luncheon. The staff always looks forward to this event. Volunteers are needed to organize and/or bake.

Community Club Support

A budget is presented at the September Community Club meeting. The budget provides for a variety of events and materials for North students and teachers. Examples of past support: yearly field trips, yearly student assemblies, library books, ceiling fans for the entire school, new cafeteria tables, computers, our PA system, the Accelerated Reader program, library central air-conditioning, school picnics, yearbook film and developing, lockers, tables and chairs for the library, yearly cash to each teacher to spend on his/her class, school stereo system, student awards, radios for communication ... **THANK YOU!**

Box Tops for Education

We collect Box Tops for Education that we turn in for 10 cents each. Please send them to the classroom teacher or office anytime during the year and you are also able to download the app on your smart device to scan your store receipts to earn for your school.

North's Business Partnerships

The Jacksonville Kiwanis Club is North's business partner. The Kiwanis Club assists us financially and with volunteers, who work at school projects and activities. Kiwanis has also provided monthly guest readers for each classroom, tutors, mentors, and sponsors our Student of the Month program. In the past this organization has purchased mulch for our playground, our Great Books program, and robots for our STEAM lab. We are very appreciative of their support of our students and want them to feel at home at North!

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.
Physical signs:

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

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets

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

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

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

- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

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

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under

Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a

military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law. Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or

3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30. Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

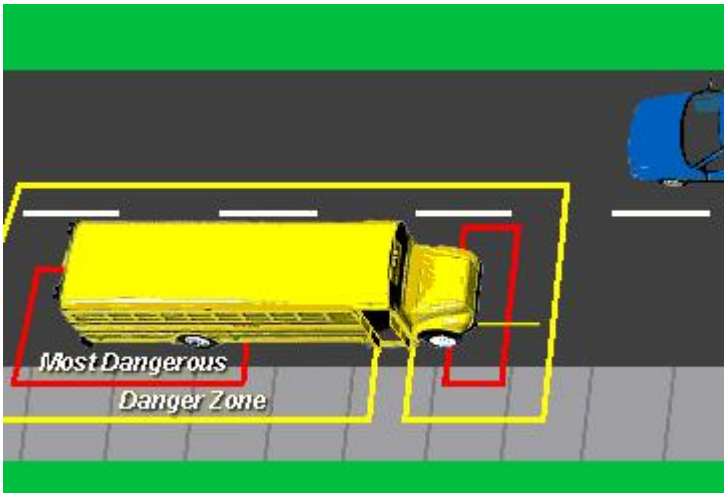
A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.

11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop Off/Pick up, Traffic Patterns, and Parking

NO PARKING IS ALLOWED IN THE CIRCULAR DRIVE IN FRONT OF THE BUILDING. THE DRIVE MUST BE OPEN FOR DAYCARE VEHICLES AND BUSES ONLY.

Parking is available to the north of the building. Any cars parked in the North lot during the day must be moved at least a half hour before dismissal. The South parking lot is reserved for staff only.

Arrival by car:

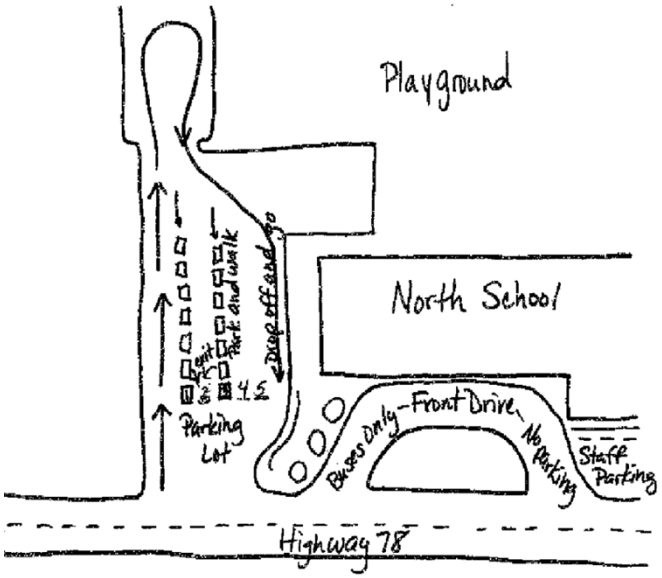
<u>If you plan to just drop your child off</u>, please use the far lane that we use for dismissal and pull up alongside the building. Your child should exit the car to the left and get on the sidewalk. The child should walk up the sidewalk and around the building to the front door. You will then pull your car out of the drop off lane and into lane 5 to exit the lot. Please take precautions and watch for parents that might be walking their child to the door.

<u>If you are parking and then walking your child in to the building</u>, please enter the lot using the far left lane. Pull into lane 1 or lane 3 facing the highway. Please escort your child from the car to the sidewalk by securing their hand walking together to the opening by the fence which leads to the front door. Once you are ready to leave the lot, simply pull into lane 2 to exit on to the highway, always watching for incoming traffic. If you have small siblings with you, please always hold their hand in the parking lot for their safety and the safety of those around them.

Dismissal:

Traffic in the parking area is heavy at dismissal time. PLEASE BE CAUTIOUS AS CHILDREN ARE OFTEN UNPREDICTABLE. After school pick-up is done in the parking lot on the North side of the building. When arriving for after school pick-up, cars should enter the parking lot on the North end. Cars will then drive to the back of the lot, make a u-turn and form 5 rows facing West.

Those picking up students should remain in their cars. If you need to leave your car for any reason, you will have to park behind the school or in the back northeast lot. Students being picked up by car will be dismissed all at one time to enter their respective vehicles. Once students are in their cars, a staff member will begin to safely dismiss each car. Anyone picking up students must follow these directions to allow for a safe and efficient departure.



Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication
Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and

wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.

3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- All students who arrive after 8:05 am must report to the office for "sign in" and a tardy pass.
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

General School Rules

- Walk on the sidewalks and inside the building at all times.
- Treat other students with respect.
- Proceed quietly and orderly in the building during class times.
- Show respect for adults and listen to and follow their directions.
- Respect the property of others and take good care of school property.
- Use the restroom appropriately without "horseplay" or disturbing noise. Help keep them clean. Do not loiter there.
- Know and obey all other school rules and procedures.

Playground Rules

- Stay in assigned areas. Do not leave the playground without permission from the adult in charge.
- Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
- Stop and listen when the whistle blows.
- No food or drink on the playground.
- Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
- "Rough play" is not allowed. (ie. No tackle football, etc.)
- Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
- Line up promptly when the whistle is blown.
- Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

Indoor Recess Rules for the Classroom

- Walk directly from the classroom to the lunchroom.
- No running or chasing in the classroom.
- No throwing things, unless they are part of a teacher approved game.
- No loud or rough play.
- Put games away and be seated when time to get ready.

Other General Rules

- Keep your hands, feet, and body to yourself. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
- Use appropriate language. (No talking back, swearing, mean spirited teasing, name calling, etc.)
- Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher's permission.
- Any dangerous objects (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
- Perfume, body sprays, and make-up should be applied at home, not school. No fake fingernails at school.

Damage to School Property

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

Library books: If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

Textbooks: Cost as much as $60 each when new.

Lockers: Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:

a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices

must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student’s parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.

11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
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(217) 243-6411
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Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
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tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge

status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited
The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited
Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
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mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
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Mr. Tim Chipman, Principal
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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to

abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the

student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.

4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

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

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;

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

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.

5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

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

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

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

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

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

- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches
School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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

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

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

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

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

10.30 Exemption from Physical Education Requirement

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or

student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

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

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2024-2025



South Elementary

1700 S West Street

Jacksonville, Illinois 62650

(217) 245-5514

www.jsd117.org

We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence.

Message from the Principal and Staff

Dear Parents, Guardians, and Students of South Elementary School:

This handbook, approved by the Board of Education, includes important information regarding school policies and procedures to help us accomplish our mission above. All of the information in the Jacksonville School District 117 Activities Calendar and Behavior Code also applies to South Elementary School. Parents and students should review the contents together. If you have any questions, please call the school office.

Educational success begins with a strong foundation in elementary school. The staff is dedicated to helping make this happen for each child and we have a collective responsibility to expose each child to a learning environment that prepares them for lifelong learning. In an effort to accomplish this, we must work together to build a strong relationship to best serve each student's educational needs. Open and clear communication between school and home is important to the success of our educational and social mission.

We welcome your participation and support this school year and solicit your membership in the Parent Teacher Organization (PTO). A collaborative effort will enable us to reach our collective and individual goals and celebrate the achievements of our students. Let us work together to provide a positive atmosphere and the best education possible for our students. Contact us any time if you have questions or concerns. We Look forward to a great school year!

Mr. Braxton Stewart

Mr. Braxton Stewart, Principal

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Mr. Braxton Stewart, Principal
Mrs. Anita Hayes, Dean of Students

The school is located and may be contacted at:

1700 S West Street
Jacksonville, IL 62650
217-245-5514
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All South Elementary students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer's supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our student's and parent's right to confidentiality. This builds the trust that is essential for the good of our school community.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

South School is fortunate to have an active Parent Teacher Organization, which is made stronger through the involvement of parents, guardians, and partners in education. PTO's aim is to support students, families, faculty, and staff at South School through fundraising, special events, celebrations, and recognitions, including collection of Box Tops for Education, pack-the-house events, and Spirit Wear orders.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual

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

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

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

- Restricting a student's access to other adults

Warning Signs of Boundary Violations

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

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control

symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law. Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, for any reason, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, **please call the school before 8:15 a.m.** to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet

the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

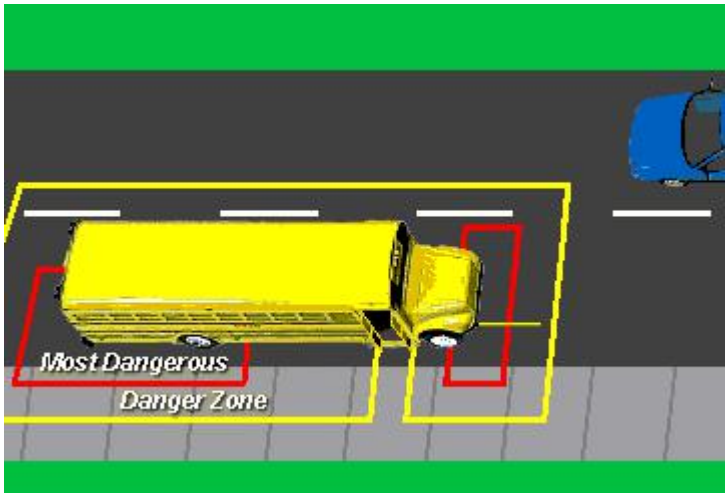
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

The traffic pattern, parking areas, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by…

1. Pulling all the way up when dropping off in the morning. This reduces waiting time.
2. Using the main lot if you intend to help your child exit the vehicle in the morning. This reduces waiting as well.
3. Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
4. Parking only within the main parking lot. Vehicles must not be parked outside the islands on the west end of the lot. This is part of the driveway and double parking creates a dangerous situation.
5. Observing and respecting the **ONE-WAY** traffic pattern.
6. Respecting crossing guards: they keep our children safe!
7. Respecting **SCHOOL ZONE SPEED LIMITS**. Offenders are reported to local law enforcement.
8. Obeying State law regarding **NO CELL PHONE USE**. Offenders are reported to local law enforcement.
9. Reserving the handicap parking space for parents/guardians who need this accessibility when leaving the vehicle to pick up their child. Children first grade or older will use the crosswalk to meet caregivers in the main parking lot.
10. Watching out for children at all times.

Students Who Walk to School

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through our neighbors' yards.
At dismissal walkers should not cross the school parking lot or head west. All walkers should use only the marked crosswalks.

Students Who Ride Bicycles or Scooters

- should walk their vehicles on school grounds and across the supervised crossing area east of the school
- should NOT ride on the school sidewalks
- should ride in the same direction as traffic, staying to side of the road
- should not ride in the middle of the road or "crisscross"
- should obey traffic signs
- Bicycles should be parked in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- Skateboards, rollerblades, and hoverboards should **NOT** be brought to school

Parking

Parking is not permitted in the front circle drive during arrival and dismissal times.

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.- 8:05 A.M. Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles <u>before they may attend JSD#117 schools, per school board policy.</u>

Eye Examination
All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

<u>5.20 Student Medication</u>

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:

a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices

must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student’s parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.

11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

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Mr. Matt Moore, Assistant Superintendent
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(217) 243-6411
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Complaint Managers:
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211 W. State Street
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tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
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tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge

status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited
The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited
Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to

abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the

student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.

4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

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

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;

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

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.

5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or

distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

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

- Permanent and temporary school student record information

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

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

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons,

or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches
School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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

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

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

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

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

10.30 Exemption from Physical Education Requirement

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.
Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital

formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

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

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records
A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting

another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students;

and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

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

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each

required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2024-2025



Washington Elementary

524 S Kosciusko St.

Jacksonville, Illinois 62650

(217) 243-6711

www.jsd117.org

Message from the Principal and Staff

Welcome to the 2024-25 School Year! Washington Elementary Principal, Mary Camerer and the staff would like to thank you for valuing your child's education. We look forward to providing your child the best academic and social experience that they can have as well as the ability to be a young leader. We are embedding leadership skills into our learning again this year by incorporating Stephen Covey's 7 Habits for students and staff.

Washington Elementary School's Vision:

Our Vision is to provide a high-quality education with an emphasis on respect, cultural understanding, and college or career preparedness while empowering students to be leaders.

Washington Elementary School's Mission:

Washington Elementary: Leading and Learning Every Day!

We want to encourage all parents to get involved in their child's education by volunteering, assisting their child with homework and participating in Parent-Teacher Organization Meetings.

Please join us in welcoming a new year full of exciting learning opportunities!

Respectfully,

Mary Camerer

Washington Elementary Principal

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Section 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Ms. Mary Camerer, Principal
Mrs. Tracy Thrasher, Dean of Students

The school is located and may be contacted at:

524 S Kosciusko
Jacksonville, IL 62650
217-243-6711
www.washington.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

1.60 Animals on School Property

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

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as

possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible

for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.60 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an

administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.70 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

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

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

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

Warning Signs of Boundary Violations

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

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

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

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility
When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District
The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use
The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

Section 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

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

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

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to

support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

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

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

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Section 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30. Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

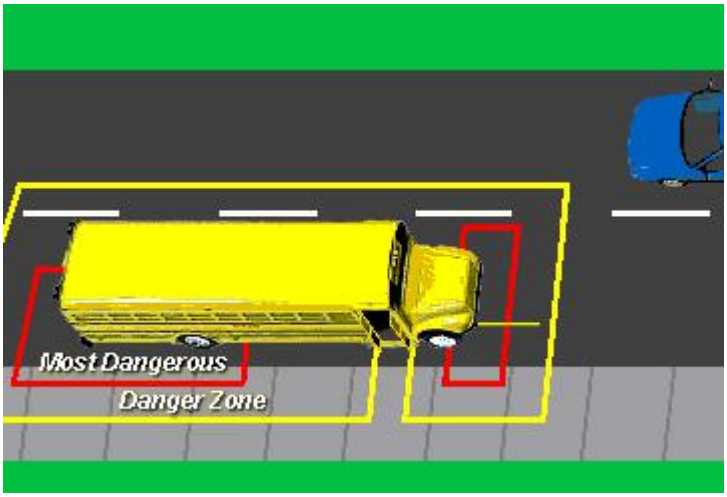
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.
For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

The school has numerous locations available for school visitor parking along the streets surrounding Washington.

Those dropping off children may do so in the front of the building in the a.m. on Kosciusko Street during the following hours: 7:30 a.m. – 8:00 a.m. Please drop off Kindergarten, First and Second grade students in the front of the building in the morning. Third, Fourth and Fifth Grade students may be dropped off in the morning behind Washington School on Fayette Street (at the crosswalk by the basketball courts). We ask that the traffic go clockwise around the school to allow students to be dropped off on the side of the road closest to Washington Elementary School.

At the end of the day, all daycare students will board their buses behind Washington School, heading South on Fayette Street. All bus students will load on the northside of Washington (heading east). Please do not park along the fence since buses will need to park there.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME (Northside of the building on Grove Street.) Bus lanes and fire lanes are clearly marked. Only staff vehicles may enter the staff parking lot at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

Kindergarten and 1st Grade students, along with students belonging in a family, will be dismissed at 2:20 p.m., 2nd and 3rd grade will be dismissed at 2:25 p.m. and 4th and 5th grades will be dismissed at 2:30 p.m. All students not riding a bus or daycare will stand with their teachers in front of the school (Kosciusko Street). Parents will make two lines in the circle drive and students will be loaded after all cars come to a stop in the circle drive. Once all cars are loaded, lane one will be released, followed by lane 2. The staggered time for dismissal allows for less congestion with traffic.

Section 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination
All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;

3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated

caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students

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

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Section 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the

inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.

12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
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. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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;
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; or
5. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's

ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

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

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.

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
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(217) 245-5107
tchipman@jsd117.org

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

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

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;

4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

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

Sexual Harassment Prohibited

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator:

Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
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Mr. Tim Chipman, Principal
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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third

party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

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

Terms and Conditions

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

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

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

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

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;

p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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

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

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

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

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

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

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

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

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with

the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the

citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

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

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

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

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

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

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

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

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require

a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

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

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Section 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

Section 10 – Special Education

10.10 Education of Children with Disabilities
It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

10.30 Exemption from Physical Education Requirement

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

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

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

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

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

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity

other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.
Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

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

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

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

   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
   Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.
   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.
   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a

court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
   The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

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

The name and address of the Office that administers FERPA is:
U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

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

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

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

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

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

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

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

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

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

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

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

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.
A violation of this law is a Class 4 felony.
Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

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

12.120 Sex Offender & Violent Offender Community Notification Laws

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

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

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and

expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

R. Consideration to approve the JHS Student Handbook for the 2024-2025 school year 643

CONSENT ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of the JHS Student Handbook

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the JHS Student Handbook for the 2024-2025 school year as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	BEARD	_____	_____	TRACE	_____
_____	LONERGAN	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	STEWART	_____			

Updated Information:

Provisional handbook changes for the 24-25 school year:

- Items listed in yellow are additions or replacements from the model student handbook.
- Items listed in red are redundant or statements that we would like to remove.
- Items listed in green are additions based on correspondence with Matt Moore.
- The table of contents is off; however, it will be readjusted when the board approves the handbook.

PARENT/GUARDIAN HANDBOOK ACKNOWLEDGEMENT

Please complete this form and have your student return it to his or her advisory teacher by Tuesday, 9.2.24.

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

This form was signed during the registration process.

JACKSONVILLE HIGH SCHOOL

1211 North Diamond
Jacksonville, Illinois
Phone: (217)243-4384
Fax: (217)291-0904
JHS.JSD117.ORG

WELCOME

The mission of Jacksonville School District 117 is to provide an educational environment that promotes excellence and values every student. To do that, the faculty, staff and administration of Jacksonville High School will work in partnership with parents, the community and Central Office to provide a rigorous curriculum, a positive, supportive and safe atmosphere, an open and collaborative setting and an inviting facility as well as to promote the use of technology.

This agenda is provided to students to acquaint them and their families with the procedures, expectations and other relevant information necessary to maximize student learning and academic success. Students are expected to BE RED; respectful, engaged and dedicated. Students must meet these expectations at all school functions, activities and extracurricular activities as well as on the way to and from school. The Crimson Pride Program Matrix is detailed on the next page.

CRIMSON PRIDE MATRIX

Be RED	Respectful	Engaged	Dedicated
Classroom	Communicate positively Share classroom time with everyone Show tolerance toward others and respect ideas	Be an active learner Maintain focus on the lesson Participate and ask questions Recognize the importance of education for yourself and others	Be prepared for class Complete assignments with your best effort Work cooperatively with others Understand others learning needs Use academic supports to your advantage
Cafeteria	Keep your area clean Wait patiently in line Push in your chairs Use good manners	Make healthy food choices Recognize social differences Have your money ready when you get in line	Consider any mess your own
Commons/Hallway	Use appropriate language Stay on task - go straight to class Keep hallways clean Refrain from public displays of affection Remove hats and hoods upon entering the building	Report to class on time Walk to class	Move at an appropriate pace Keep the noise level down
Media Center	Keep food and drink outside the Media Center Use computers properly and use ear buds if you are listening to something Place backpacks along the bookshelves away from the entrance to the computer labs	Enter quietly Stay focused on work	Use the Media Center effectively and quietly Remain in work area while waiting for dismissal Remain quiet so students can concentrate on work
Restroom	Keep area clean Flush Wash hands	Return to class in a timely fashion	Use the restroom during non-instructional time
School-Wide	Use appropriate language Follow the dress code Respect the opinions of others Handle conflict appropriately Treat all people fairly	Keep your I.D. and agenda with you at all times Use school resources to succeed Contribute to the well-being of others at JHS Plan for your future college and/or career	Be involved Work cooperatively with others
Community	Follow the law Respect property	Be a positive community member	Contribute to the well-being of the community reviewed 4.7.15

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GENERAL SCHOOL DISTRICT INFORMATION

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.jsd117.org or at the Board office, located at 211 West State, Jacksonville, IL.

The School Board governs the school district, and is elected by the community. Current School Board members are:

Noel Beard, President
Mike Lonergan, Vice-President
Teresa Wilson, Secretary
Heather Leonard, Member
Byron Pool, Member
Brenda Stewart, Member
Sherri Trace, Member

The School Board has hired the following administrative staff to operate the District:

Steve Ptacek, Superintendent
Matthew Moore, Director of Operations
Richard Cunningham, Chief Financial Officer
Kelly Zoellner, Director of Curriculum, Instruction and Assessments
Sarah English, Director of Early Years
Joyce Hiler, Director of Food Service
Matthew Swift, Director of Buildings and Grounds
Barbie Davidsmeyer, Director of Student Services and Special Education
Holly O'Neil, Asst. Director of Student Services and Special Education
Nick Guidish, Director of Technology
Brent Dunn, Director of Transportation

The School Board has hired the following team members to lead Jacksonville High School:

Joey Dion, Principal
Dan Scott, Ryan Van Aken and Ian English, Assistant Principals
Mark Grounds, Dean of Students
Sherri McLaughlin, Audrey Brown, Elise Black, School Counselors
Craig Wright, School Resource Officer

Chain of Command: If you have questions or concerns, please contact the following in order:

Athletics

Coach
Asst. Principal- Athletic Director
Principal

Attendance/Discipline

Dean of Students
Asst. Principal-Attendance & Discipline

College/Career Guidance

Student's Counselor
Asst. Principal-Student Services

Concerns with Class or Grades

Teacher
Department Chair
Student's Counselor
Asst. Principal-Student Services

Curriculum/Content

Teacher
Department Chair
Asst. Principal-Student Services

Facilities

Asst. Principal-Attendance & Discipline
Principal

Personal Counseling

Student's Counselor
Asst. Principal-Student Services

Safety Issues

School Resource Officer
Asst. Principal- Attendance & Discipline
Dean of Students
Principal

Schedules

Student's Counselor Asst. Principal-Student Services

JHS CONTACT LIST

SCHOOL COUNSELORS:	
Audrey Brown (students last name A-F)	Ext 2239
Sherri McLaughlin (Students last name G-O)	Ext 2242
Elise Black (students last name P-Z)	Ext 2240
SCHOOL NURSE:	
Ashley Griffin	Ext 2244
DEAN OF STUDENTS:	
Mark Grounds	Ext 2262
ASSISTANT PRINCIPAL FOR STUDENT SERVICES:	
Dan Scott	Ext 2139
ASSISTANT PRINCIPAL FOR ATTENDANCE & DISCIPLINE:	
Ian English	Ext 2268
ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR:	
Ryan Van Aken	Ext 2246
SCHOOL RESOURCE OFFICER:	
Craig Wright	Ext 2280
PRINCIPAL:	
Joey Dion	Ext 2232

FACULTY VOICE MAIL EXTENSIONS

Please use the JHS Voice Mail System to reach a faculty member. If you do not hear from a teacher within 24 hours, please contact the Student Services Office at extension 2243.

DEPARTMENT PHONE EXTENSIONS

Art	2221
Athletic Office	2223
Attendance Office	2237
Band	2122
Business	2206
Choir	2118
Discipline Office	2261
Drivers Education	2718
English	2204
Family & Consumer Science	2409
Foreign Language	2802
Student Services Office	2243
Main Office	2238
Math	2817
P.E.	2230
Science	2625
Social Studies	2602
Special Ed.	2901
Vocational	2706

FOR INFORMATION CALL THE FOLLOWING EXTENSIONS:

MAIN OFFICE	2238
STUDENT SERVICES OFFICE	2243
ATTENDANCE OFFICE	2237
DISCIPLINE OFFICE	2261
ATHLETIC OFFICE	2223

OTHER PHONE NUMBERS & WEBPAGES

BUS GARAGE	245-6624
DISTRICT OFFICE	243-9411
DISTRICT WEBPAGE	www.jsd117.org
JHS WEBPAGE	jhs.jsd117.org

RIGHTS, RESPONSIBILITIES AND EXPECTATIONS OF DISTRICT STAKEHOLDERS

(WHILE THIS SUMMARY MAY NOT FULLY ENCOMPASS EVERY STAKEHOLDER NEED IT ESTABLISHES A FRAMEWORK FOR REFERENCE)

Each student may expect:	**Each student is responsible to:**
● A free and appropriate education. ● Due process involving any disciplinary action. ● A safe educational environment conducive to learning. ● An environment of civility.	● Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel. ● Respect the rights and individuality of others. ● Refrain from taunting, bullying or harassing others. ● Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.) ● Come to school on time every day. ● Go to all classes and do your best on all school assignments. ● Refrain from behavior that disrupts the educational process. ● Facilitate the communication and delivery of information between school and home. ● Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities. ● Respect and maintain school and private property in accordance with school rules.
Each parent/guardian may expect:	**Each parent/guardian is responsible to:**
● Information concerning the lawful policies, procedures, rules and regulations established by school authorities. ● A safe environment conducive to learning. ● To have access to his/her child's school record according to District guidelines. ● Regular student progress reports. ● An environment of civility when addressing academic and behavioral decisions relating to their son or daughter. ● To be guided through the Chain of Command as established in Board Policy.	● Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year. ● Have current contact and emergency information on file with the school office. ● See that his/her child attends school in accordance with Illinois State Laws and arrives on time. ● Be aware of and follow District policies and building rules, traffic laws, guidelines and regulations concerning his/her child. ● Ask for academic and behavioral requirements in the classroom. ● Know that nutrition, proper rest, hygiene, and overall attitude directly impact student learning. ● Know your child's teachers. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the Principal. ● Take an interest in your child's academic progress and discuss it frequently with your child. ● Know when progress reports and report cards are due and discuss them with your child. ● Encourage the involvement of your child in extra-curricular activities. ● Call the school within one hour of start time if your child is ill or cannot come to school. ● Create a healthy routine for the completion of homework. ● Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, and school supported organizations. ● Model appropriate and successful behaviors that support your child's life skills.
School personnel may expect:	**School personnel are responsible to:**
● To be involved in communication to and from parents. ● An environment of civility when addressing academic and behavioral decisions relating to the student performance. ● To be guided through the Chain of Command as established in Board Policy.	● Know and accurately follow discipline guidelines as established by District policy. ● Make school rules and regulations contained in a handbook and/or District calendar available to all students and parents. ● Notify the appropriate authority of criminal violations by students. ● Implement intervention procedures within his/her jurisdiction through available means. ● Notify parents in a timely manner of any significant violation of discipline policy. ● Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mails and parent conferences. ● Notify parents whenever possible if the child is absent and the parent has not called.

The Board of Education may expect:	The Board of Education is responsible to:
● An environment of civility when addressing decisions relating to the policies and practices of JSD #117. ● To be guided through the Chain of Command as established in Board Policy.	● Secure that personnel are high-qualified and adhere to the District curriculum. ● Secure that each student has equal access to the established curriculum. ● Hold students (and adults) accountable for disorderly conduct on school property and to discipline for disorderly conduct on the way directly to and from school and at any school function. ● Hold parents or guardians liable for all damages caused by their child or ward. ● Review any disciplinary action taken by school personnel. ● Expel students from school for a serious violation or chronic series of violations of school policy guidelines.

EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore; Assistant Superintendent at 243-9411, ext. 1124.

Homeless Child's Right to Education

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

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

(2) enrolling the child in an attendance area in which the child or youth is actually residing.

Other resources are available to homeless children. These resources are provided through Title I funding. To learn more about these resources, parents should contact the following:

Dan Scott, JHS Homeless Liaison	243-4384 ext. 2139
Kelly Zoellner, District Homeless Liaison	243-9411 ext. 1119

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

Individuals with disabilities are welcome to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

EDUCATION OF STUDENTS WITH DISABILITIES

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for which it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. This identification process includes the RTI growth model.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from Jacksonville School District's Director of Special Services.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The school and district will comply with the Individuals with Disabilities Education Act (IDEA) and the Illinois State Board of Education's *Special Education* rules when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

The District's regular suspension procedures shall be used to suspend a student with disabilities for a cumulative period generally not to exceed 10 days in any school year. Exceptions to this procedure would include acts involving weapons, drugs, or aggressive/violent behavior.

In the event of a suspension beyond 10 days or expulsion, the District shall promptly notify the student's parent(s)/guardian(s) of disobedience or misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy shall apply to this notice. This information shall be confirmed in writing and the parent(s)/guardian(s) shall be advised as follows:

i. That the multi-disciplinary conference (MDC) team shall meet as soon as possible but at least 10 calendar days after this notice was sent, unless such 10-day notice is waived by the parent(s)/guardian(s), to determine whether a causal relationship exists between the student's disabling condition and the student's alleged disobedience or misconduct; and

ii. That the student's parent(s)/guardian(s) are requested to attend the multidisciplinary team meeting and the date, time and location of the meeting.

The MDC team may determine that the cause of the student's disobedience or misconduct is <u>not</u> related to the student's disabling condition. In that case, the student may be disciplined under the District's discipline policy for regular education students by measures up to and including expulsion. If the Board imposes expulsion or other disciplinary measures altering the student's special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.

The Board may not suspend or expel a disabled student if the MDC team determines that the student's gross disobedience or misconduct <u>is</u> causally related to the student's disabling condition. The MDC team is responsible to address placement changes which may be appropriate in light of misconduct found to be disability-related.

Parent(s)/guardian(s) may object to a proposed change in their child's educational placement. If so, if the Superintendent believes that the student's behavior in the current placement poses a continuing physical danger to the student or to others, the Superintendent is authorized to seek a court order to change the placement or to suspend the student for more than 10 days.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

REQUEST TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL EDUCATION EVALUATION OR OBSERVATION

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. Parental permission will be sought

in the event of an observation. In order to hold instructional time sacred, this access can be granted only after an appointment has been scheduled and cleared with a building administrator. Once access has been granted, professionals and adults will be reminded of student confidentiality rights and consult with instructors only during conference and planning times.

For further information, please contact the Principal.

ATTENDANCE EXPECTATIONS

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Attendance is taken at the beginning of the day as well as each period/class of the day.

ATTENDANCE DEFINITIONS

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS[1], attend a civic event[2], or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.[2]

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at 217-243-4384 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the

parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

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

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems

There are two types of absences: excused and unexcused.

Excused absences include: JHS athletics (for team members) or field trips, illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS[1], or other reasons as approved by the building principal.

Unexcused absences include: all other absences that do not fall under the definition of excused.

OTHER ATTENDANCE PRACTICES

Pre-arranged Absences
Families should use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work. Forms are available in the school office. Upon completion of the form, the Assistant Principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences.

Absences Due to Illness
Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook

The State Board of Education has directed all schools, on days interrupted for inclement weather causing dismissal before 1:45 p.m., to record students that attend school for any time "less" than the full time school is in session, on the interrupted day, absent for the entire day.

Mandated Absences due to Illness

There are times a student cannot attend school due to illness. Mandatory absences for District 117 Schools include a body temperature of 100.4 degrees or higher, repeatedly vomiting, frequent episodes of diarrhea, a draining wound that cannot be contained within a dressing, a communicable skin infection (such as ringworm, conjunctivitis, impetigo, scabies) until it has been treated with antibiotic/antifungal for 12 hours, reportable communicable diseases or if there is documentation from the doctor that mandates a student cannot attend. There may be additional situations in which the building nurse may use nursing judgment to deem it necessary for the student to not be in attendance. In non-mandatory situations, the decision to send a student home ill from school is based on the nurse's assessment of the situation and in collaboration with the parent/guardian.

Notification of the School

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

1. Students must be in their classrooms by the last tone of the bell.
2. Students who are more than 5 minutes late to class must sign in at the Attendance Office and get a pass before going to class.
3. Jacksonville High School is a closed campus. Students are not excused to leave campus except in extreme cases, and only with prior approval of an administrator and notification of a parent. Students who gain permission from an administrator may leave campus AFTER signing out in the Attendance Office or with the school nurse. Excuses such as going home to change clothes, getting homework, books, lunch money or any other excuses deemed unnecessary by the administration will be denied with or without consent of the parent.

TRUANCY

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Truant- Students who miss more than 1 % but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant.

Chronic Truant- Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action.

Truancy Calendar - Any period of the past 180 days of school attendance in which a student is enrolled in school. This calculation could result in the overlapping of 2 academic school years.

Parents will receive notice of truancy after 3, 6, and 9 days of unexcused absence. Upon the 6th unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.
It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior. Law supports that a student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

Parents who are negligent of their child's right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State's Attorney. A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to $1500.

DAILY INSTRUCTIONAL PRACTICE

Objective: To establish and support the Board of Education's belief that daily instructional practice is an essential part of the learning process.

Definition: Daily instructional practice (at times referred to as *"homework"*) can be an in-class learning experience or an out-of-class learning experience assigned by a teacher to further a student's educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and how to better direct student understanding of designated learning goals. In alignment with the Common Core Standards adopted by the State of Illinois, classroom teachers will be assessing primarily in the classroom as they look for evidence of skill and concept mastery by students.

There are typically 4 types of daily instructional practice, each with a specific purpose and outcome.

Types of Daily Practice (Beyond the classroom)	What is it?	Purpose	Application	Examples
Practice	Assigned work that reinforces skills and concepts taught in the classroom.	Develops fluency and moves learning from short-term memory to long-term memory.	Effective practice will require students to be able to independently perform required skills.	3-10 math problems that reinforce the day's learning or reading with an adult.
Completion	Any assigned work not completed during class time.	Keeps students within the pacing of the designed curriculum.	Completing assignments will secure that students are current with classroom learning targets.	Complete math assignment. Revise an essay. Complete a group project survey.
Preparation	Work that prepares student for upcoming learning.	Encourages students to acquire background knowledge and prior experiences to upcoming units of study.	Providing resources to secure students have a cognitive framework to support the grade level learning.	Interview a family member about family traditions prior to a writing assignment. Read a book about a historical time period.
Extension	Any work that refines, explores, or expands on classroom learning.	Encourages students to problem solve, think creatively, or think critically.	Student learning is not independent of classroom instruction. Instead, deepens understanding and relates learning to the real world.	Science project that requires students to take home seeds in soil, tend the plant, and report the growth in a chart format. Chart is returned to school for discussion purposes.

Effective Daily Instructional Practice:
While the District Policy does not require practice to be assigned daily, the characteristics of effective daily practice are that it be:

- curriculum-based and meet the developmental needs of students through differentiation, modifications, and accommodations
- purposely planned to support student learning and avoid student overload
- reviewed and discussed with students in a timely manner
- mindful of resources available to students outside of the classroom
- non-punitive in nature

Daily Instructional Practice and Time Management
Daily practice can be assigned at any time. Teachers are asked to collaborate will other relevant subject teachers to ensure that students have ample time to prepare for workloads relating to the grade level curriculum. Whenever possible, teachers are encouraged to provide students and their family with advance notice of major projects/assigned work to allow for flexible time management. Teachers are encouraged to have a heightened awareness of holidays and extended breaks from the classroom.

* Parents with students who continually need extended time to complete the assigned daily practice should request a parent-teacher conference at the earliest convenience of the parent.

Responsibilities Relating to Assigned Instructional Daily Practice

Student ● Makes effective use of class time. ● Seeks clarity with directions. ● Records assignment in planner. ● Plans to complete assignments on time and returns assignments to the teacher. ● Transports materials to and from school. ● Contacts teacher regarding assignments when absent from school.
Teacher ● Understands and complies with District's Daily Practice Policy. ● Reflects on purpose, assessment, and feedback necessary to support student learning. ● Posts assignments in a variety of locations for student and parent reference. ● Communicates type, purpose, and objective of assigned daily practice. ● Secures that daily practice is meaningful and supports currently taught curriculum and learning targets. ● Considers the developmental stages, learning styles, and skills of individual students. ● Corrects daily practice quickly and provides feedback to students. ● Uses daily practice as a formative tool and record progress in Skyward.
Family ● Establishes household routines to support a time, place, and resources for completing daily practice. ● Assists students in organizing tasks, information, and record-keeping. ● Communicates with teacher regarding misunderstandings, progress, or other questions. ● Communicate with teacher if family responsibilities cannot be met. ● Communicates with teacher if student consistently unable to complete work within the suggested time frame or struggles to work independently.
Principal ● Ensures that all staff and parents are familiar with the District's Daily Practice Policy. ● Monitors the District's Daily Practice Policy effectiveness, compliance, and strategies. ● Coordinates school-wide resources for teachers, students, and families to use for the completion of daily practice. ● Monitors how teachers assess daily practice for the purpose of grades. ● Mediates situations that relate to student learning, assignments, and work-outside of the classroom.

Communication between Home and School
Students and parents will have a variety of ways to access information regarding assigned daily practice. The following resources are available for families to use regarding assigned work:

- Planners

- Skyward
- Teacher web pages
- School web pages
- Teacher and Administrative Emails

Teacher classroom management plans should include specifics with regards to the posting of assignments for student recording.

Grading of Daily Practice
Daily practice can be an out-of-class learning experience assigned by a teacher to further a student's educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and determine how to better direct student understanding of designated learning goals.

Teachers will monitor the completion of daily practice through individualized classroom charts, student data binders, or Skyward. At the end of each quarter the teacher will calculate the number of out-of class learning assignments completed to formulate a class/course grade. The out-of-class daily practice grade cannot reflect more than 10% of the student's overall grade in a subject area. The remaining 90% of the grade for subject area will be based on mastery the student exhibits in the classroom.

Daily Instructional Practice during Extended Absences
Teachers shall not be expected to provide detailed classroom work and daily practice assignments for students who are away for extended periods of time as a result of family-or parent-initiated absences. Parents may use the communication sources listed above to acquire the needed information. Depending on the nature of the time period and the timing of the school year, assignments will be made available before or after the absence.

For absences due to extended illness, parents may contact the Attendance Office at ext. 2237 to discuss available options.

MAKE-UP WORK

It is the belief at Jacksonville High School that the best learning takes place when students are present. When make up work is provided, it is expected that students understand the urgency to complete it so that they stay current in their learning. There isn't a substitute for instruction that takes place during class. While some form of work may be given, it is not the same as the quality of education that takes place in the classroom. Students will have one (1) school day for every day absent to make up their work when excused.

The Educational Departments at JHS have written policies that vary, regarding make-up work. Students are expected to follow the policies. Teachers have the option to reduce the grade or not accept the work after the outlined time period. Students on external suspension must make arrangements to have someone pick up make-up work in the Attendance Office. The Attendance Office can collect make-up work for any student who is absent three or more days with a valid excuse. ~~The only work that will be provided for students that reach a truant status is assessments.~~ Therefore, it is important to be in attendance at school.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of an extensive medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. In order for school officials and staff to better serve homebound or hospitalized students, the physician's written statement should include a diagnosis, a list of symptoms that would/could manifest in the instructional setting, and a transition plan for a return to school.

Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Asst. Principal Dan Scott.

~~Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.~~

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Parents seeking home or hospital instruction should contact the Principal with the detailed physician's statement. A complete physician's statement will allow the school to begin the 5-day timeline for response to the student need.

For information on home or hospital instruction, contact: Asst. Principal Dan Scott

SCHOOL DAY REQUIREMENT

The regular school day at Jacksonville High School consists of eight periods. Students may choose to enroll in an early bird course. The school day for those students may end at the conclusion of seventh period. These students are responsible for their transportation to and from school. The doors to Jacksonville High School will open at 7:45am for students not enrolled in early bird courses. No student should arrive at school more than 20 minutes prior to their first class and they must leave campus at the conclusion of their academic day.

TARDY POLICY

Jacksonville High School believes that success in school is dependent upon punctual, regular attendance. We also believe tardiness has a direct correlation to poor student performance and is detrimental to the total learning environment. Recognizing that classroom attendance cannot be substituted, students who habitually continue to accumulate tardies will receive progressive discipline. The tardy policy is cumulative from all classes and will start new each quarter.

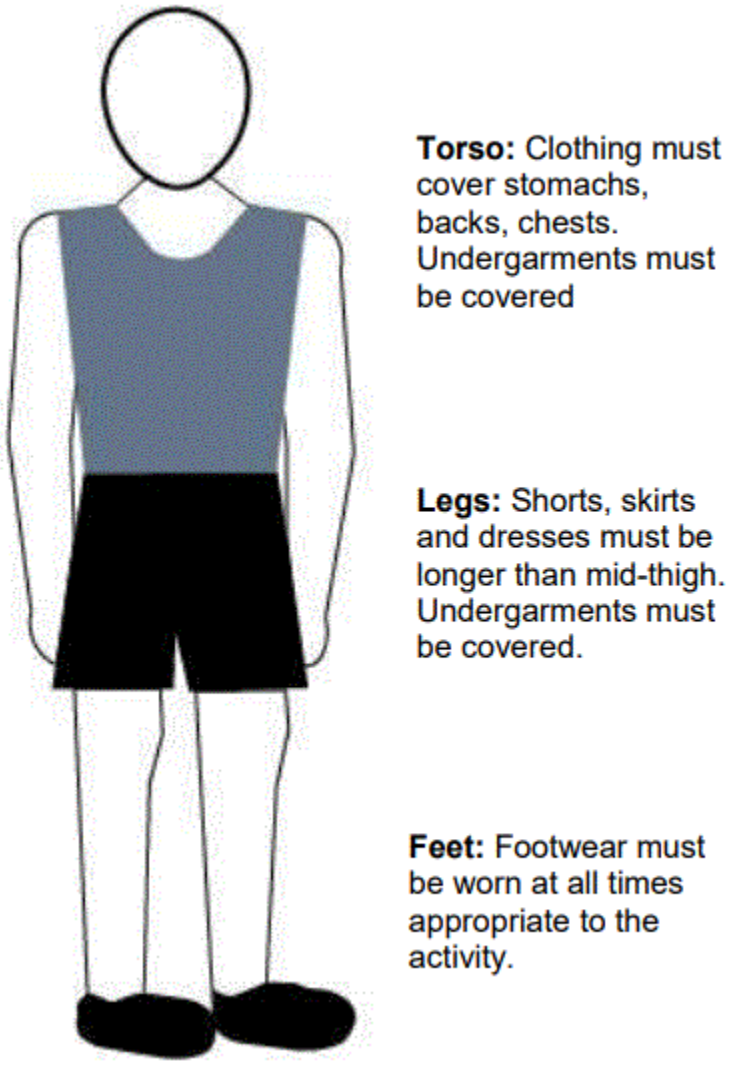
DRESS CODE/PERSONAL APPEARANCE

Part of the mission at JHS is to prepare students to be career ready. Therefore, students should dress for success. Students at Jacksonville High School are expected to be dressed appropriately. It should not interfere with, disrupt, or distract from the educational environment. Violation of the guidelines will result in the student surrendering the item, being sent home to change and/or assignment of a disciplinary consequence. The time missed to go home to change or to wait for someone to bring clothes is unexcused. Teachers reserve the right to incorporate rules for safety that apply to their classroom circumstances.
Administration reserves the right to decide what is considered inappropriate.

1. Students should be easily identifiable. No clothing, accessories, or make-up should obscure your identifiable features.
    a. Hats, hoods, bandanas, head coverings, du-rags, and sunglasses are not to be worn in the building.
    b. Safety glasses are not to be worn outside of the classes that require them.
    c. Face painting, unless authorized by the administration, is prohibited.
2. Students should wear appropriate hard sole shoes at all times for safety.
3. Students should wear clothing items that completely cover any undergarments.See-through material needs to have appropriate clothing underneath.
    a. Students should wear shirts that completely cover the torso, including the stomach, chest, and back. Shirts should have appropriate support on both shoulders.
    b. Students should wear shorts, skirts, and dresses that do not expose undergarments and do not interfere with the normal activities of a school environment.
    c. Blankets and inappropriate accessories are not acceptable (i.e. stuffed animals, pillows, etc.).
4. Apparel that identifies a student as a member of a gang or a secret society or interferes with the ability of others to identify the student will not be permitted.
5. Students should wear clothes, jewelry, and other accessories that are free of designs/inscriptions/markings which may be interpreted as being vulgar, inflammatory or suggestive. A student's appearance should not promote the idea of substance use or abuse, sexual behavior, or other vulgar or suggestive symbols. Pocket chains, necklaces, piercings or spiked jewelry may be considered a physical danger to the student or to other students and may be confiscated.

Jacksonville High School Dress Code

Jacksonville High School's Dress Code is a key component for preparing students for college and career readiness. Adherence to a dress code is an important part of the workplace to promote professionalism, safety and security



The shaded portion of this figure represents the front and back views. These parts of the body must be covered in all positions (sitting, standing, bending, reaching) while attending school.

Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

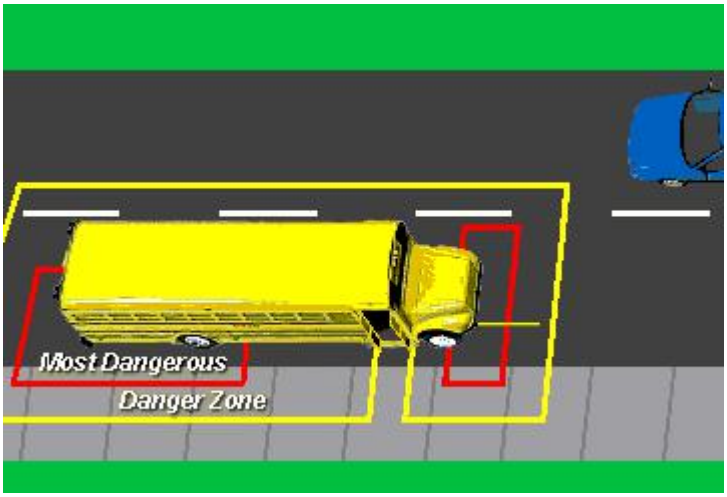
A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.

Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.

7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Transoportation Director - Brent Dunn.

Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

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

VEHICLES AND PARKING

Students desiring to park on campus will have to purchase a $50.00 parking permit in the JHS Main Office. Replacement permits cost $10.00. Parking permits are non-transferable. If your parking privileges are revoked, you will not be issued a refund. The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. Students park their vehicles on or near school property at their own risk. Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school.

Vehicles may not be parked or located in the bus lanes or fire lanes at any time. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

Students park in the north lot and should enter and exit the lot by the north drive. Driving behind the school is prohibited. The south parking lot is reserved for faculty, staff, and visitors. Vehicles must fit in one space only and must be parked front first.

Applications for parking are available in the attendance office and notification of vehicle changes should be reported there.

All students must agree to the prescribed rules and sign a parking regulations form. Students who park in unauthorized areas will be asked to move their vehicles. Vehicles should be driven safely and must yield to pedestrians. Chronic offenses may result in forfeiture of parking privileges, towing at the owner's expense, and/or discipline consequences.

The parking lot is off-limits during the school day. No student will be allowed to go to the parking lot during a class period.

Jacksonville High School is not responsible for damage to vehicles or loss of personal possessions.

Jacksonville High School is not responsible for providing parking. We encourage you to use bus transportation.

POSTING NOTICES

Before posting notices, students must get permission from the administration. All notices should be approved and initiated by an administrator.

STUDENT SERVICES

True to the Mission of Jacksonville High School, the Student Services Office is committed to supporting students in their progress toward college and career readiness. The Student Services Office, located between the 200 and 400 hallways just inside the front doors, is comprised of the offices of the Professional School Counselors, the School Nurse, the Special Education Director, the Office Manager, and the Assistant Principal of Curriculum and Instruction.

The counselors strive to maintain a relaxed atmosphere in which a student feels free to discuss academic concerns and personal matters whether they involve family, friends, or school. The counselors also have information on post-secondary education, financial aid, careers, and the military. To see a counselor, a student must sign up on the computer in the Student Services Office before or after school, during lunchtime, or between classes. When the counselor is available, a pass will be sent to the student. In case of a crisis, a student will receive assistance immediately. Every effort will be made to see the student during non-instructional times such as study hall. It is imperative that students listen to the announcements and check the display case, bulletin boards, and website for important information on college representatives, testing dates, financial aid, and other details.

COMMON TOPICS A SCHOOL COUNSELOR MIGHT HELP WITH INCLUDE:

1. Information
   A. Career information, including self-awareness, decision-making, colleges, trade and technical schools, financial aid, military programs and job search skills.
   B. Academic performance and study skills
   C. Course selection and scheduling
2. Interpersonal relationships
   A. Friends and family
   B. Peer Mediation
   C. Referrals to community agencies
3. Crisis
   A. Academic failures and personal doubts about yourself and your abilities
   B. Death of a friend or family member or any loss/grief
   C. Divorce in your family
   D. Suicidal or homicidal thoughts or tendencies to cause harm to yourself or others
4. Testing
   A. Interest and aptitude tests which are of great help in increasing self-awareness and improving career decision-making skills
   B. College admissions tests and pre-admission tests such as ACT, SAT, PSAT/NMSQT, and AP exams, in addition to state testing, such as PARCC.

Prevention of and Response to Bullying, Intimidation, and Harassment[1]
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school 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, physical appearance, socioeconomic status, academic status, order of protection status, status of being homeless, actual or potential marital or parental status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

- During any school-sponsored education program or activity.
- 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.
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- Through the transmission of information from a computer that is accessed at a non-school-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.

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:

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

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

material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 by phone call or in writing.

Roles and responsibilities in dealing with bullies:

Students: stay away from bullies, walk away when possible, stay safe in numbers, keep valuables in a safe place, ask the bully to stop, report incidents to a staff member

Parents: ask about the bully reporting system in the school, listen to your student intently, recognize bullying behaviors may be demonstrated by your student, work with school staff to resolve the issue in a positive manner; don't accept bullying behavior as a "rite of passage" that everyone must endure

School: establish a bullying reporting system, take all reports seriously, investigate all reports, teach District curriculum addressing bullying and social emotional learning standards, and educate students and parents about the realities of bullying behavior

Nondiscrimination Coordinator: please contact the Attendance/Discipline Assistant Principal

Complaint Managers: please contact a School Counselor or the Dean of Students.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

SEXUAL HARASSMENT

Sexual harassment is prohibited. Sexual harassment is defined as follows:

1. An employee's or District's agent's sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature, imposed on a basis of sex, that denies or limits the provision of educational aide, benefits, serves, or treatment; or that makes such a conduct a condition of a student's academic status.

2. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by anyone, including students, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating intimidating, hostile, or offensive educational environment; (c) depriving a student of educational aide, benefits, services, or treatment; or (d) making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Students who believe they are victims of sexual harassment are encouraged to discuss the matter with an administrator or guidance counselor.

An allegation that one student was sexually harassed by another student shall be referred to an administrator for appropriate action.

Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex;

sexual orientation; gender identity[2]; 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, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

SEXUAL HARASSMENT

Sexual harassment is prohibited. Sexual harassment is defined as follows:

3. An employee's or District's agent's sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature, imposed on a basis of sex, that denies or limits the provision of educational aide, benefits, serves, or treatment; or that makes such a conduct a condition of a student's academic status.

4. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by anyone, including students, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating intimidating, hostile, or offensive educational environment; (c) depriving a student of educational aide, benefits, services, or treatment; or (d) making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Students who believe they are victims of sexual harassment are encouraged to discuss the matter with an administrator or guidance counselor.

An allegation that one student was sexually harassed by another student shall be referred to an administrator for appropriate action.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator:

Name: Ian English

Address: 1211 North Diamond Street

Phone Number: 217-243-4384

Email Address : ienglish@jsd117.org

Complaint Managers:[3]

Name: Dan Scott	Name: Mark Grounds
Address: 1211 North Diamond Street	Address: 1211 North Diamond Street
Phone Number: 217-243-4384	Phone Number: 217-243-4384
Email Address: dscott2@jsd117.org	Email Address: mgrounds@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

MANDATED REPORTER

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

SCHEDULE CHANGES

Students are encouraged to register for subjects they want and need before the master schedule is finalized at the end of the school year. The course description guide should help you determine what to expect in advance as well as information pertaining to course offerings that align with post-secondary goals.

A schedule change request can be made within the first five school days of the fall semester. Schedule changes will be made for the following reasons:

1. Successful completion of a summer school course
2. Not meeting a prerequisite course requirement
3. Master schedule conflicts
4. Courses needed to meet graduation requirements
5. A missing requirement for university admissions or post-secondary plan
6. Incomplete schedule

Once second semester has begun, students may request one schedule change for second semester under the following parameters:

- Students may replace a yearlong course with a semester-long class with administrative approval if the first semester was not completed successfully because the course material was beyond the scope of the student's ability level.
- Students currently enrolled in a study hall second semester may enroll in a second semester class.
- Students enrolled in a course where multiple levels of the course exist may request a level change within the first six days of the semester. Level changes will be a team decision with the teacher, counselor, student, and parent. This decision will be based upon past class performance and post-secondary goals.

STUDENT RECORDS

Permanent Records include:

Basic identifying information: name, address, birth date and place, gender, names and addresses of parents

Academic information: transcript, grades, class rank, graduation date, grade level achieved, scores on college entrance exams, scores on State assessments at the high school level

Health and Attendance: attendance records, accident reports, and health records

Permanent records may also include: honors and awards, participation in school-sponsored activities or athletics, offices held in school organizations.

No other information may be placed in the student permanent record.

Temporary Records include:

Student Temporary Record means all information not required to be in the student permanent record and shall consist of the following:

- Scores received on State assessment administered in the elementary level.
- Information regarding serious infractions that resulted in expulsion, suspension or the imposition of punishment or sanction.
- Information under the Abused and Neglected Child Reporting Act
- Student Assistance Program documentation
- IEP/504

Temporary records may also include: family background information, intelligence test scores, aptitude test scores, reports of psychological testing including information on intelligence, observation, or interviews, elementary and secondary achievement test results, participation in extracurricular activities, including any offices held in school sponsored clubs or organizations.

School student records are confidential and information from them will not be released other than as provided by law.

The school and district routinely discloses "directory" type information without consent. Directory information is limited to:

name, address, gender, grade level, birth date and place, parents' names and address; academic awards, degrees and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance at the school. **Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the Principal.**

~~State and Federal law gives parents and eligible students certain rights with respect to their student records. These rights are:~~

~~1. The right to inspect and copy the student's education records within 15 school days of the day the school receives a request for access. There may be a small charge for copies, not to exceed $.35 per page. This fee will be waived for those unable to afford such cost.~~

~~2. The right to request the amendment of the portion student's education record that the parent/guardian or eligible student believes is inaccurate, misleading, irrelevant, or improper.~~

~~3. The right to permit disclosure of personally identifiable information contained in the student's education records, except in certain circumstances. Disclosure is permitted without consent in the case of directory information and to school officials with legitimate educational or administrative interests. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student; and in other cases permitted by law.~~

~~4. The right to complain to the U.S. Department of Education if the school or district fails to comply with the above. Federal officials can be contacted at:~~

~~Family Policy Compliance Office~~
~~U.S. Department of Education~~
~~400 Maryland Avenue. SW~~
~~Washington, D.C. 20202-4605~~

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

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. [4]

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

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

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district,[5] any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or

permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

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

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.[6]

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

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

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

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

PHONE AND ADDRESS INFORMATION

Parents are asked to report any changes in home address, telephone number, work number, or emergency numbers to the Student Services Office. This information is essential for quick communication between home and school in case of an emergency. It is recommended that students have at least twoworking contact phone numbers for emergency purposes.

RESIDENCY

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student.

Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

Category I (one document required)

a. Most recent property tax bill and proof of payment

b. Mortgage papers

c. Signed and dated lease with proof of the lasts month's payment

d. Letter from manager and proof of lasts month's payment

e. Letter of

residence from landlord

Category II (two

documents required)

f. Driver's license

g. Vehicle registration

h. Voter registration

i. Recent cable, electric, gas, or water bill

j. Public aid card

k. Current homeowners/renters insurance policy

l. Current library card

m. Receipt for moving van rental

n. Mail received at new residences

PHYSICAL EDUCATION

All students are expected to dress for PE unless they have a doctor's excuse. Each student's grade will be based on attendance, dress, participation, skill, written and fitness tests, behavior and observation of health and safety rules. A student must pass four of the six activity units each semester by complying with the above requirements and passing the written test for each unit. Each student is responsible for any work missed and must make arrangements with the teacher for completing the work. Make-up work for all missed classes must be arranged with the PE teacher. The key to successful completion of PE is participation.

EXEMPTION FROM PHYSICAL EDUCATION

In order for a student to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. The medical excuse should be presented within 24 hours of the parent request for exemption from physical education class. The medical excuse should include the length of the exemption and date for release from medical oversight. Exemptions from physical education would also apply to recess, co-curricular, and extracurricular activities. Special activities in physical education will be provided for a student who's physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

SUBSTITUTIONS FOR PHYSICAL EDUCATION AND OTHER REQUIRED COURSES

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officers' Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 3-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Handbook Procedure.

HUMAN GROWTH AND DEVELOPMENT

Students will not be required to take or participate in any class or course in comprehensive human growth and development (sex) education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Instruction relating to sanitation, hygiene or traditional courses in health or science does not fall under this provision.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course. This instruction occurs at the 6th, 7th, 8th, and 10th grades. The Morgan County Health Department works with the District to provide the instruction for 6th graders

HONOR ROLL AND HIGH HONORS

A 3.000 GPA is required for honor roll and a 4.000 GPA is required for high honors.

NATIONAL HONOR SOCIETY

Juniors and seniors who have a cumulative GPA of 3.800 are academically eligible for membership in the NHS. Those students will then be asked to complete a student activity form. They must show evidence of service, leadership, and character. The faculty will then issue invitations for membership to students who meet all criteria.

LATIN HONORS

Jacksonville High School honors seniors who demonstrate exemplary academic achievement by using the Latin Honors system at graduation. The Latin Honors system allows Jacksonville High School to recognize students who attain GPA requirements for various tiers.

There are three tiers to the Latin Honors system: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

Cum Laude: Students earning a GPA of at least 3.8 but less than 4.1

Magna Cum Laude: Students earning a GPA of at least 4.1 but less than 4.4

Summa Cum Laude: Students earning a GPA of at least 4.4

WEIGHTED GRADE POINT AVERAGE (GPA).

Weighted GPA is calculated based on the following criteria:

1. All classes count in the weighted GPA until a student reaches a cumulative GPA above 4.0.
2. After a student's cumulative GPA reaches above 4.0:
    a. Weighted GPA is based on a minimum of 6 classes each semester
    b. All courses required for graduation must count
    c. All weighted courses must count
    d. Any non-weighted courses will count until six courses are counted
    e. Transcripts will be reviewed by administration to determine which classes will count
    f. More than 6 classes will count if the number of b & c total more than 6 in any semester

GRADE POINT AVERAGE (GPA)

Except for accelerated courses, the GPA at Jacksonville High School is based on the following scale:

A=4 points B=3 points C=2 points

D=1 point F=0 points

Honors courses are figured on the following scale:

A=5 points B=4 points C=3 points

D=1 point F=0 points

Advanced Placement courses are figured on the following scale:

A=5.5 points B= 4.5 points C=3.5 points

D=1.5 point F=0 points

Moved from above

The grades in the following courses are not figured in the GPA: CVE/Work Study, Credit Recovery Courses, Alternative Education Courses, Independent Study Courses, and Correspondence Courses.

DRIVER EDUCATION

As per Illinois State Code, students must have passed a total of 8 classes the two previous semesters and must be at least 15 years of age by the following cutoff days to take Driver education; 1st semester – November 30th, 2nd semester – March 31st, summer – July 31st. In accordance with action taken by the District 117 Board of Education, a $250 fee ($100 for classroom and $150 for behind-the-wheel) is to be assessed for each student enrolled in Driver Education. This fee will be collected at registration. Any student who is eligible for a waiver of fees for textbooks during the regular school year will be eligible for a waiver of this fee. There is also a $20.00 fee paid to the Secretary of State for the instruction permit. Jacksonville High School does not accept out-of-district tuition students in the Driver Education program other than Routt and Westfair students.

Students cannot receive credit in the driver education classroom phase if they have missed more than two classes. However, it is possible that students may miss more times due to an illness, death in the family, etc., and the absence would not be their fault. In a case such as this, students can make up as many as three classes in the after-school classroom. Therefore, students who miss no more than five days can make up the time; if students miss more than five days they will be dropped from Driver Education.

REPORT CARDS

A report card is available at the end of each mid-term and quarter on Pac Family Access showing the quality of the student's work in each course. Parents are encouraged to make an appointment with teachers, counselors, or administrators whenever there is a concern.

PaC SKYWARD FAMILY ACCESS™

Parents of students in grades 3 through 12 are able to access student information online. Jacksonville School District 117 utilizes a web-based service that allows parents and authorized family members to view attendance records, schedules, assignments, progress reports, and basic health information. JHS and Turner parents can also access food service account information. The site contains email links to provide parents direct communication with staff members. PaCFamilyAccess™ assures each family's privacy with secure logins and passwords.

To access this service, parents must have Internet access and be using the most recent version of Internet Explorer or Firefox. If you go to the District home page (www.jsd117.org/) there is a login link for PaCFamilyAccess™. A direct link to the site may also be found on the JHS web site. (jhs.jsd117.org)

If you need assistance, contact the Student Services Office at 243-4384 ext. 2243.

GRADUATION REQUIREMENTS

A total of 24.5 credits are required for graduation from Jacksonville High School. Students are not allowed to participate in graduation ceremonies unless ALL graduation requirements have been completed. The official requirements are outlined in the Course Guide which is available on the JHS webpage.

Students who are behind in credits may inquire with their counselor about limited credit recovery options and/or an extended day (Early Bird through 7th hour).

Transfer students are generally expected to meet all graduation requirements of Jacksonville High School in order to receive a diploma from this school. However, if it can be established that a student was on schedule in meeting graduation requirements of the school he/she transferred from, and every reasonable attempt is made to meet the graduation requirements of Jacksonville High School, the Principal may waive some requirements.

District 117 will accept credit from accredited schools. At the discretion of the Principal, students transferring from a non-accredited school may be expected to pass an examination covering the content ordinarily included in the course in question before credit is approved.

EARLY GRADUATION

The Mission of Jacksonville High School speaks of a "community of learners" whose charge is to "develop college and career ready individuals." We at JHS firmly believe that the best path for students to achieve college and career readiness is to complete eight semesters of high school. To that end, consideration of so-called Early Graduation should not be approached lightly or without serious discernment. According to policy, a student may apply to "graduate" at the end of his/her seventh semester, based on the following criteria:

1. Submit paperwork, signed by student and parent(s), within the established deadlines (due by May 31st of student's junior year); (due within the first 5 days of the fall semester of the student's senior year)

2. Attain 20.5 credits by the last day of student attendance of the sixth semester and fulfill all of the Illinois School Code and local graduation requirements (usually the end of May);
3. Provide letter of employment, military enlistment, internship, or enrollment to a post-secondary institution, or proof of familial move out of the district.

No more than three correspondence courses (i.e., APEX) will be accepted for "early graduation." Additionally, students finishing after seven semesters will not be eligible to participate in Spring Sports, extra-curricular activities, or attend exclusive school events, such as Prom, unless as the guest of a current JHS student. Students will receive diplomas at commencement in May. A student considering high school completion in seven semesters should make an appointment to meet with his/her school counselor.

DISTANCE LEARNING COURSES, INCLUDING VIRTUAL AND ONLINE COURSES

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The student has an alternate placement plan or needs to recover credits;
3. Students using the on-line courses for credit recovery will use the local registration fee process outline annually by the company providing the service;
4. The student assumes responsibility for all fees if using the course for the purpose of early graduation or a course outside the realm of the local curriculum (including tuition and textbooks); and
5. The Building Principal or designee approves the course in advance.

Students earning credits for early graduation or coursework outside of the local curriculum will be allowed to earn 3 credits (6 classes) using the virtual or online course programming. Grades earned in approved distance learning courses count toward a student's completion of a course. The District may grant for expelled students the opportunity to take virtual or online courses in alternative settings.

CERTIFICATE OF HIGH SCHOOL COMPLETION

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

JACKSONVILLE REFERRAL SOURCES

ADOPTION/FOSTER CARE	
Catholic Charities	245-2521
Children & Family Services	245-9588
Child/Abuse & Neglect.	800-252-2873
ALCOHOLISM	
Alcoholics Anonymous	243-2862
The Wells Center	243-1871
CHILD ABUSE	
Children & Family Serv.	245-9688
Hotline	1-800-252-2873
CLOTHING	
Goodwill	243-7400
Red Cross (fire, disasters)	243-6641
Salvation Army	245-7124

COUNSELING

Midwest Youth Services	245-6000

CRISIS/INTERVENTION

Child/Abuse & Neg.	1-800-252-2873
Community Counseling	245-6126
Crisis Pregnancy Center	245-9340
The Wells Center	243-1871
Crisis Center	243-4357
Crisis Center (TTY)	245-6816
Nationl Suicide Prevention Lifeline	988
Crisis Text line:	Text HOME to 741741
	844-4-SAFE, IL, SAFE2 (72332)
	HELP@ Safe2HelpIL.com

HEALTH CARE

Health Dept.	245-5111
Passavant Hospital	245-9541

NUTRITION

Food Center	243-1122
Salvation Army	245-7124
Soup Kitchen	243-6851
WIC Program	245-7812

YOUTH SERVICES/RECREATION

Big Brother/Big Sister	243-3821
Boys Scouts	546-5570
Extension (4-H)	243-7424
Girl Scouts	245-4075
Salvation Army	245-7124
YMCA	245-2141

DRUG ABUSE

Gateway	217-529-9266

EMPLOYMENT

JTPA	243-5846
Job Service	245-5148

DOMESTIC VIOLENCE

Crisis Center	243-4357

MISCELLANEOUS INFORMATION

ANIMALS ON SCHOOL PROPERTY

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

CLUBS, ACTIVITIES, SOCIETIES, AND SPORTS AT JHS

The JHS Extracurricular Code is available at jhs.jsd117.org

Activities

Academic Challenge, Art Club, Bass Fishing Club, Chess Club, Crimson Times, Fall Play, FFA, Color Guard/Winter Guard, Geography Club, German Club, Intramurals, Jazz Band, Key Club, LGBTQ + Club, Marching/Symphonic Band, Math Team Men's Ensemble, Concert Choir, National Honor Society, National English Honor Society, National Spanish Honor Society National German Honor Society, National Art Honor Society, Orchestra, Rotary Interact Club, Scholastic Bowl, Science Club Spanish Club, Speech Team, Spring Musical, Student Government, Fashion Club.

Sports

Football (B), Basketball (B/G), Soccer (B/G), Tennis (B/G), Volleyball (G), Baseball (B), Cross Country (B/G), Softball (G) Wrestling (B), Track & Field (B/G), Swim Team (B/G), Golf (B/G), Cheerleading, J'ettes, Student Led Activities, Fellowship of Christian Athletes, REFs (Role Models Encouraging Freshmen), Students for Christ

CHAIN OF COMMAND

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2) If a parent or community member has completed Step 1 and feels that the issue/concerns were not remedied, they should contact a building administrator, director of the program, or the athletic director.

Step 3) If a parent or community member has completed Step 1 and Step 2, and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact the Central Office.

Step 4) If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

DRILLS/ALARMS

Fire Alarms: Go to the nearest exit with your class. Follow directions given by your teacher.
Tornado Alert: Stay in the room unless directed to move to a specific inner wall location. Cover your head. Listen for directions.

ENGLISH LANGUAGE LEARNERS

Jacksonville School District 117 offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student achievement standards that all children expect to attain. The District instructional model maintains the following program components:

1. Opportunities for academic achievement that include English proficiency and participation in school activities.
2. Appropriate identification system for students with limited-English speaking and comprehension skills.
3. Compliance with State law regulating a Transitional Program of Instruction.
4. Compliance with State and Federal requirements for the receipt of grant funding.
5. Determine appropriate instructional programming.
6. Annual assessment of ELL student skills to determine instructional levels.

ELECTRONIC DEVICES

Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. This privilege may be revoked at any time. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod©, ipad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Office and classroom phones are for school district business and emergencies only. Students may use the telephone on the counter in the Main Office, with permission from the secretary.

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school, during passing periods and during the student's lunch period.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:[4]

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. The student will receive the device back at the end of the day in the school office. A detention will be assigned. Phone call to the parent/guardian notified of potential progressive disciplinary action.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
4. Fourth and subsequent offense – The device will be confiscated. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will be assigned progressive discipline - up to suspension of device from school.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Any student who refuses to surrender will incur further disciplinary consequences.

HEADPHONES

Headphones are not allowed during the school day - the only exception is during the lunch period exclusively in the cafeteria.

EMERGENCY SCHOOL CLOSINGS/LATE STARTS

In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings, late starts or early dismissals. School closings, for any reason, will be announced as soon as possible to accommodate family needs.

Local media sources that receive school closure information include:

WJIL 1550 AM
WLDS 1180 AM
WEAI 107.1
WJVO 105.5
Channel 20 News

Skylert/School Messenger messages will also be used to communicate with parents regarding emergency school closures. Skylert/School Messenger is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at www.jsd117.org. To receive these announcements via email or telephone, go to the website and sign up for Notify Me.

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures.

To secure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

FACILITY USAGE

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES

The school establishes fees and charges to fund certain school activities, including [Driver's Education, any course fee, athletic fees and registration fees]. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

The Principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Catastrophic expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Information relating to the timelines and administrative procedures relating to the waiver of student fees can be requested from the building administrator upon enrollment in school or upon a change in the family's financial status.

GUESTS AT SCHOOL EVENTS

Guests attending school dances who are NOT current JHS students must be registered IN ADVANCE, using the proper form available in the Attendance Office. Guests must be at least grade 9 or no older than 20 years of age. Any guest who is older than 20 years of age must be approved by the Principal. The administration reserves the right to deny any non-JHS student attendance at any school function.

INVITATIONS & GIFTS

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home or delivered outside of the school day. The office is unable to release addresses and phone numbers of students.

LOCKERS

1. Student lockers are school property. JHS is not responsible for theft from hall lockers or P.E. lockers. Please do not store money or valuables in any locker. Valuables may be stored in the Main Office safe. Lockers must be used only for storage of school-related items such as books, paper, and lunches.
2. School officials, with reasonable suspicion, have a right to inspect a locker with or without the student's knowledge or consent.
3. Students are responsible for their assigned lockers. Lockers must be kept clean and undamaged inside and out. Students are not permitted to share lockers. Students should keep lockers locked at all times.
4. Lockers will be assigned through the Attendance Office. Students will be assigned a locker their 9th grade year. They will keep this locker for the remainder of their educational time at JHS.
5. Tampering with another student's lock or locker may be considered vandalism and/or theft.

LOST AND FOUND

Items that have been found should be taken to the Attendance Office immediately. These items may be claimed if the owner can give sufficient identification. Personal belongings left in the hallways will be taken to the Attendance Office. Repeat offenders will have disciplinary consequences. JHS is not responsible for lost or stolen items.

LUNCH/BREAKFAST

Jacksonville High School participates in the USDA sponsored school lunch/breakfast program. Please complete an application annually to ascertain whether your child qualifies for free or reduced breakfast/lunch per the guidelines established by the USDA.

Jacksonville High School uses a computerized debit point of sale system. A Biometric Finger ID system is used to identify students at Jacksonville High School and Jacksonville Middle School. For your student to use this system, the parent/guardian needs to sign and return a consent form which authorizes District 117 to scan your student's finger. If the student is enrolled in the Biometric Finger ID system at Jacksonville Middle School, their information is transferred to Jacksonville High School upon graduation. Skyward Family Access allows you to monitor your student's account and make payments using Credit/Debit cards. A convenience fee is charged for this service. Payments can be made by check or money order in the Main Office at JHS or in the Cafeteria during meal service.

1. Jacksonville High School is a "closed campus." Students may not leave campus for lunch except with the permission of administration.
2. Lunch options include sack lunch, school hot lunch, or school snack line.
3. All students must remain in the cafeteria at lunch.
4. Students are responsible for clearing their own table. All trays and silverware must be returned to the window.
5. Food may not be ordered or brought in from an off-campus restaurant for or by students.
6. Food or drink in general is not allowed in the hallway or classroom after 8:05 a.m. Water is allowed during the school day.

MEDIA CENTER

The media center, which is open from 7:45 A.M. to 4:00 P.M., provides books, magazines, newspapers, computers, and a staff that is willing to help. Students may come to the media center before school, after school, during lunch hour, or anytime during the school day with a pass from a teacher.

Two computer labs are located in the media center for student and staff use. Any student using a computer must have an acceptable use policy on file in the media center. Media center procedures and rules of conduct should be observed while in the media center and computer labs.

Books may be checked out for two weeks and renewed twice. If a book is lost or damaged, the student will be required to pay the current cost of replacement for that book.

OUTSIDE AGENCIES OR OFFICIALS

Law enforcement officers must notify the Attendance Office before seeing a student. Parents will be notified. An administrator will be present during the interview.

Other non-school-related agencies must contact the Guidance Department to arrange to visit a student.

PARENTAL INPUT CONCERNING THE EXPENDITURE OF FEDERAL FUNDING

Each year schools receive federal funds through Title I, Title II-A (Teacher Quality), Title II – D (Technology Enhancing Education), and Title IV (Safe & Drug-Free Schools). These funds generally may be used to purchase instructional materials and equipment and to provide in-service opportunities for teachers. If you have suggestions for our school's use of these funds, please send them to the Principal by April 1.

SAFETY AND SECURITY

All Jacksonville High School doors will be locked daily from 8:10 to 3:10 for student and staff safety. Anyone caught tampering with the locked doors, propping them open, or letting outsiders in will be subject to disciplinary consequences.

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

VIDEO & AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel. It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

VISITORS

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying themselves with an ID, provide the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

VOLUNTEERS

All school volunteers must complete the "Volunteer Information Form" and be approved by the Principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the Principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

School Mandated Health Requirements proposed wording. Two Options

Nurse's Office

Guidelines

The nurse's office, located in the Student Services Department, is open daily from 7:50AM to 3:45PM. If a student becomes ill while at school, he/she should ask the teacher for a pass to the nurse's office.

The student also has the option to sign up using the student entry screen via a computer located on the counter within the Student Services Department. The student would enter their student ID and the reason that they need to see the nurse. All information ikept confidential. The nurse will triage student requests and a pass will be sent for the student as soon as possible. Only one student will be allowed in the nurse's office at a time.

All students who are ill must report to the nurse. DO NOT CALL OR TEXT HOME IF YOU ARE ILL. The nurse must speak with the parent/guardian before a student can go home. Please remember, the nurse will always call the parent/guardian if the student requests to talk to them. Students who leave school due to illness without verification from the nurse will be given an unexcused absence and a disciplinary consequence.

Students who have a fever of 100 degrees or higher, who are repeatedly vomiting, or who have an infectious illness such as impetigo, pinkeye or scabies will be required to go home. For all other health issues, the nurse will assess the student and after conferring with the student and possibly a parent/guardian, a decision will be made regarding the student going home. The nurse will provide comfort measures as available but all students need to remember just because you don't feel "great", does not mean a student cannot be in attendance and participate in school.

Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office. The nurse's office is intended for care of students with acute illness or for students who have first aid needs.

Care of Students with Diabetes, Asthma, Seizure Disorder, or a Life-Threatening allergy

Students with a diagnosis of diabetes, asthma, seizures, life-threatening allergies or other long-term health concerns including mental health illnesses.

Parents/guardians need to contact their building nurse at the beginning of each school year. The building nurse will collaborate with the parent/guardian to develop an individual health care plan for the student.

If your child has diabetes, asthma, seizure disorder or a life threatening allergy, an individual health care plan must be developed. This written plan identifies the specific health care actions your child may need during school hours. It is cooperatively developed by the building nurse, parent/guardian, student and doctor. Parents/guardians are responsible for and must:

Cooperatively develop a plan with the building nurse. This will require either a meeting or phone conversation with the nurse, in addition to signatures and/or completion of individual health care plan forms.

Obtain physician instructions and/or signatures as needed

Inform the school in a timely manner of any change which needs to be made to the Care Plan on file with the school for their child.

Inform the school in a timely manner of any changes to a parent's/guardian's contact numbers or emergency contact numbers.

May be required to grant consent for and authorize designated School District representatives to communicate directly with healthcare providers involved in the child's health care.

For further information, please contact the school nurse or the principal. Parents providing accurate and timely information to the school will allow the school district to review all available resources to best serve the student's needs.

Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/Guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

HEAD LICE

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

School Mandated Health Requirements proposed wording. Two Options

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation if requested.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or Principal and the child is determined to be free of the head lice and eggs (nits).

MEDICATION POLICY

Medication Administration at School

If a student needs to take medication (prescription or non-prescription) during the school day, please refer to the School Medication Administration Policy and complete a school medication authorization form available at the school or online. This form needs to be signed by the doctor and the parent. Medications should be dropped off at the nurse's office in an original container. Students are not allowed to carry medications with them except for emergency medications such as rescue inhalers and epi-pens and required diabetic supplies and insulin. A parent can come to the school and give a medication to their child at any time. Please report to the office and the student will come to the office so the medication can be given by you. Parents are encouraged to complete a medication form if:

- Parent/Guardian would not be able to bring needed medication during the school day
- Student takes daily noon medications
- Student uses a rescue inhaler or Epi-pen
- Student has migraine issues
- Student has frequent need for pain medication

<u>Designated Caregiver Administration of Medical Cannabis</u>

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*.

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

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Please see grid below

School Mandated Health Requirements proposed wording. Two Options

	Copy of Birth	Immunization	Physical	Dental	Eye
Grade	**Certificate**	**Record**	**Exam**	**Exam**	**Exam**
Any Student entering District 117 for the first time	**X**	**X**	**X**		
Entering Kindergarten	**X**	**X**	**X**	**X**	**X**
Entering Grade 2				**X**	
Entering Grade 6		**X**	**X**	**X**	
Entering Grade 9		**X**	**X**	**X**	
Entering Grade 12		**X**			

**** TRANSFER STUDENTS, PLEASE SEE BUILDING NURSE FOR INDIVIDUALIZED INFORMATION.**

School and Mandated health Requirements

All Children entering Kindergarten must be 5 years of age or before September 1st.

Physical exams: Any child entering District #117 for the first time, kindergarten, 6th grad and 9th grade must submit a signed physical exam report completed on the approved certificate of child health examination form. All forms should be turned into the school office by the first day of school. If required forms are not submitted by October 15th, your student will be excluded from school until requirements are met.

Lead Screening: Required for all Pre-K and Kindergarten students

Immunizations: Immunizations are required by the Illinois State School Code and Part 655 of the Child Health Examination Code. Contact your Healthcare professional for more information on the requirements for your child(ren). All forms should be turned into the school office by the first day of school. . All forms should be turned into the school office by the first day of school. If required forms are not submitted by October 15th, your student will be excluded from school until requirements are met. Please see your building nurse regarding religious or medical exemptions.

Eye Exams: For all students entering Kindergarten, an eye exam completed by a medical professional is required.

Dental Exams and Health: A dental exam is required for children entering Kindergarten, second grade, sixth grade and ninth grade.

Dental screenings/exams may be available for pre-k – 6th grade – participation is optional.

Please watch for consent forms which will be sent home or visit your child's school website. Dental health education will be given as part of the health education curriculum.

PHYSICALS AND IMMUNIZATIONS

All students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15th of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

WELLNESS POLICY – PARTY FOOD SUGGESTIONS

In accordance with the Jacksonville School District 117 Wellness Policy, healthy food options should be made available to promote student, staff, and community wellness. Examples of nutritious foods and beverages that are consistent with the Dietary Guidelines are listed below.

- Raw vegetables sticks/slices with low-fat dressing or yogurt dip.
- Fresh fruit wedges-cantaloupe, honey dew, watermelon, pineapple, oranges, tangelos, etc.
- Sliced fruit-nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient
- Dried fruits—raisins, cranberries, apples and apricots
- Single serving applesauce or canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts
- Lean meats and reduced fat cheese sandwiches
- Party mix
- Pretzels or reduced fat crackers
- Baked chips with salsa or low-fat dip
- Low-fat muffins, granola bars, graham crackers, fig bars
- Mini bagels with whipped light or fat-free cream cheese
- Pasta Salad
- Breadsticks with marinara
- Fat-free or low-fat flavored yogurt and fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (string cheese, single serving cottage cheese, or cheese cubes)
- Pure ice cold water

**This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices. Not all food and beverage items on this list will necessarily meet district nutrient standards as items vary in sugar, fat, and calorie content from brand to brand. However, all of the items in the list are believed to be consistent with the intent of the wellness policy to promote student health and reduce childhood obesity*

CRIMSON TIME

Crimson Time is a designated period during the school day where students will receive tiered academic and social interventions. This time is intended to meet a wide range of individual student needs through general education services. The goal of Crimson Time is to support all students with the help they need to be successful as early as possible in their school career.

We recognize that students at JHS have a varying range of needs. While students may be in different educational settings, the following expectations apply:

Crimson Time Student Expectations

-Students will attend Crimson Time daily, as scheduled.

-Students will use the restroom either before or after Crimson Time.

-Students will remain in their assigned area for the entirety of Crimson Time.

-Students will be actively engaged in school work.

-Students who have completed daily assignments are expected to read outside material.

-Students will refrain from using cell phones and/or headphones during Crimson Time.

Crimson Time Teacher Expectations

-Teachers will enforce the overall student expectations.

-Teachers will hold students accountable for intervention expectations.

-Teachers will remain current on Skyward for assigned students.

-Teachers will foster an academic environment.

-SPED teachers will determine the level of intervention for each student in the assigned caseload.

BEHAVIORAL EXPECTATIONS FOR STUDENTS

To promote an orderly, safe, and appropriate learning environment for students and staff, JHS provides behavioral expectations to students and rewards for meeting them. This is a proactive systems approach to establishing the behavioral supports and social culture that are needed for all students in the school to achieve social, emotional, and academic success. These expectations apply to students any time they are on school premises.which include riding in district-sponsored transportation or at school-conducted or school-sponsored activities, wherever located, students are expected and required to behave in an orderly, safe, and appropriate manner, with due regard and respect for the rights of others, the rules and regulations of the School District, the directives of school personnel, and all existing laws. Students are subject to appropriate disciplinary measures for unlawful or improper conduct and, upon demonstration of gross disobedience or misconduct, may be suspended and/or expelled from school in accordance with the provisions of The School Code, School District rules and regulations, and other laws that are applicable**.**

CRIMSON PRIDE PROGRAM RUBRIC

The Crimson Pride Program will be utilized at Jacksonville High School to reward students for their academic and social success at Jacksonville High School. Please find the accompanying rubric inside of the back cover of this Handbook. This rubric provides details of the expectations and rewards for each of the levels. A student must meet all of the expectations within each level in order to receive the rewards listed. Each student's progress will be evaluated every quarter and students qualify for their level for the next quarter. Failure to be on any level results in loss of all privileges.

ENFORCEMENT OF RULES AND REGULATIONS

All disciplinary actions will be directed toward protecting the welfare of the school community, as well as assisting the student to develop self-discipline. Discipline responses may include, but are not limited to, the following actions:

AFTER SCHOOL DETENTION:
Students may be detained after school by administration for violation of the school rules. Students will be notified in advance of detention with the following information: reason for detention, date and place to be served, and length of detention. Failure to serve an assigned detention will result in progressive discipline in addition to expectation to serve original consequence.

ALTERNATIVE EDUCATIONAL PLACEMENT (AEP): Students may be assigned to the AEP room for a specified time. All students must serve assigned AEP time before returning to regular classes. Classroom rules for AEP room are as follows:

1. Sit in your assigned seat.
2. All school rules apply.
    - No headphones
    - No electronic devices
    - No food or drink
3. No talking.
4. No group or paired activities.
5. Students may use the computer only for an assignment sent by their teacher and with permission of the AEP teacher.
6. Students “logged” three times for misbehavior will face additional consequences.
7. Students must choose one of the regular hot lunches provided for the day. Students will not be allowed to purchase items from the snack line. If they prefer, students may bring a sack lunch from home.
8. Students must attend their early bird class.

CONFISCATION OF ITEMS: Students may/will be asked to surrender personal property if the item/items interfere with the learning environment or pose a threat to the safety of the learning environment or members of the learning environment.

DEPARTMENTAL DETENTION: Students may be detained after school by teachers or administrators for violations of class or school rules. Students will be notified in advance of detention with the following information: reason for detention, date and place to be served, and length of detention. Failure to serve an assigned detention will result in assignment of an after school detention or AEP.

EXPULSION: Expulsion will be recommended when a student clearly demonstrates an unwillingness to comply with school rules on a consistent basis or has created a life/health threatening situation. Any act of aggression toward a staff member may result in an expulsion recommendation.

LUNCH HOUR DETENTION (4DT): Students will report to a designated room at the beginning of the assigned lunch time. A sack lunch can be obtained or brought from home and eaten in the room. AEP rules will be in effect. Students will remain in

the room during the scheduled time and then will be dismissed to resume regular classes. Cafeteria food cannot be brought into the lunch detention room.

OUT-OF-SCHOOL SUSPENSION (OS1): Students will be suspended from school for extreme instances of defiance, disrespect, fighting, gross misconduct, gross disobedience, repeated misconduct, or any action which threatens the life/safety of other students or staff. The length of the suspension is to be determined by the seriousness of the infraction.

OFF LEVEL: Students who consistently violate rules and fail to progress academically or behaviorally, may be subject to off level status and will lose the following school related privileges: hall passes, Media Center access, parking privilege, attendance at assemblies, attendance at extracurricular activities (dances, sports, etc.), and any other privilege determined by an administrator to be appropriate.

SEARCH AND SEIZURE: School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. School authorities may search a student and/or the student's personal effects in the student's possession such as, purses, wallets, knapsacks, book bags, lunch boxes, cars within 1000 ft. of the school and/or at school functions, parking lots, etc. when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law, the school's rules/policies, or the district's rules/policies. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The Principal or designated school authority may request the assistance of law enforcement officials and/or the school resource officer to conduct inspections, breathalyzers, and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. The search will be conducted in a manner that is reasonably related to the objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. Parental contact prior to or after a search will be based on the urgency, intensity, and immediacy of the situation. A student's refusal to submit to a search will be deemed a violation of an administrative directive. If a search produces evidence that the student has violated or is violating the law, the school rules/policies or the district's rules/policies, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities. Students suspected of being under the influence of illegal or dangerous substances may be asked to take a breathalyzer or blood test. Refusal to do so will be considered an admission of guilt and will result in the same consequence as a positive test.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning

SOCIAL PROBATION:

The behavioral component to the level system will be addressed through Social Probation. Students that continually defy behavioral and attendance expectations will be placed on Social Probation. These behaviors will affect their levels. Administration will monitor and determine student Social Probation based on factors such as; tardies, referrals, and attendance to school. Social Probation at any level, prevents certain privileges for the student regardless of their academic standing.

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

STUDENT BEHAVIOR POLICY

The Board of Education believes that every student who has a sincere desire to remain in school, to be diligent in study, and to profit from the educational experiences offered, will have the opportunity for success. It is expected that each student comply with the established, well-defined school rules and regulations. Moreover, students are prohibited from engaging in conduct which, in any way, disrupts the educational process or infringes upon the rights of others. The policy set forth below states in brief form examples of prohibited behaviors and the usual disciplinary actions that may be taken. It must be remembered that the teacher has the right and responsibility to maintain order in the classroom, even if it means physical restraint to insure the safety of the class. In addition, in the event of a disciplinary-related incident, due process will be exercised.

Offense	Description	Minimum Action	Maximum Action
****possible notification of police/arrest**	**The following descriptions apply to all school-aged students in attendance at any district instructional programs or support programs as well as school/district sponsored activities and events.**	**Defines the action an administrator may take. Minimum action may not relate to first offense.**	**Defines the maximum action an administrator may take. First offenses may be included in this category.**
Absence Unexcused/ Truancy **	Absent from any or all of the academic day without a valid excuse or appropriate verification.	Parent Involvement	Loss of Credit/ Privileges. Suspension. Referral to truancy officer for court action.
Academic Dishonesty/Plagiarism / Forgery**	Academic Dishonesty on tests or assignments, copying papers or other projects, duplicating copyrighted materials, using translation software, forging a school document or a signature of a teacher, administrator or parent or allowing someone else to do it.	Loss of Credit	Suspension
Arson **	Malicious or intentional attempt to burn any property.	Suspension	Expulsion
Assault/Battery**	Attempting to cause and/or causing injury to another student or staff member.	Suspension	Expulsion
Away From Assigned Area/Unauthorized Area	Being in any location other than where assigned.	Detention	Suspension
Bomb Threat**	Making a bomb threat.	Suspension	Expulsion
Bullying**	Can include physical violence, verbal taunts and attacks, name-calling, put-downs, or exclusion from a peer group.	Student Conference	Suspension
Bus Behavior/Bus Stops**	Any violation of bus or school rules that warrants a referral.	Student Conference	Bus Suspension/External Suspension
Cell Phones**	Cell phones must be turned off and out of sight during the educational day. Students may use cell phones during their lunch period.	Student Conference/ Confiscation of Item	Suspension
Chronic Disruption/Excessive Violations	Repeated violation of school rules and/or an accumulation of disciplinary points.	Suspension	Expulsion
Computer Misuse**	Tampering with any school computer or program or violation of the District 117 Acceptable Use Policy.	Loss of Computer Privileges	Suspension/Restitution
Controlled Substance**	Use (under the influence), possession, attempt to sell or distribute, purchase of any alcoholic substance, inhalant, illicit drug or look-alike drug, prescription medication, over the counter medications, or mind-altering substance. Possession of drug-related paraphernalia is prohibited.	Search/Confiscation of Item, Breathalyzer and/or Suspension	Expulsion
Defiance/Disrespect /Insubordination	Refusal to cooperate with school personnel or display of rudeness or discourteous attitude or language toward others.	Student Conference	Suspension
Disorderly Conduct**	Serious disruption of the educational environment to such an extent that there is police involvement.	Suspension	Expulsion
Disruption of the Educational Setting**	Any disturbance of the education environment either in or out of the classroom/a breakdown in the orderly process of instruction and/or school activities such as field trips, assemblies, or athletic events.	Detention	Suspension
Dress Code Violation	Any violation of the Dress Code presented in building handbook.	Required to Change Clothing	Suspension
Electronic Devices	Inappropriate use and/or possession of electronic items/devices that compromise the safety of others or disrupt the educational setting. This can mean that if a student is videotaping an event and not getting help, they are	Student Conference/ Confiscation of Item	Suspension

	compromising the safety of others. Students using electronic devices in the educational setting to videotape, electronically post, or electronically distribute media without the consent of administration are subject to disciplinary actions.		
Failure to Identify Self**	Failure to give name or giving a false name to district personnel. Making a fake call in an attempt to mislead staff or give false information.	Detention	Suspension
Failure to Report	Not reporting to the assigned location when directed to do so by school personnel. Abuse or misuse of any student pass.	Parent Involvement	Suspension
Failure to Serve	Not serving assigned disciplinary consequences.	Detention	Suspension
Fighting**	Any physical confrontation that is aggressive in nature.	Loss of Privileges/Isolation	Expulsion
Fire and Safety Equipment**	Tampering with any fire or safety equipment.	Parent Involvement	Expulsion
Food/Drink	Possession of open food or drink in unauthorized areas such as gyms, media centers, and bathrooms. Foods and drinks with state and/or federal limitations are prohibited at school.	Student Conference/ Confiscation of Item	Detention
Gambling**	To play a game for money or other stakes.	Student Conference	Expulsion
Gangs/ Secret Societies/ Related Activities**	Possessing, displaying or using gang/cult emblems, symbols, language; inciting other students to intimidate, threaten or act with physical violence upon any other person; recruiting for gang/cult membership or hazing.	Student Conference	Expulsion
Harassment**	Generally defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults.	Student Conference	Expulsion
Inappropriate Behavior	Any behavior not defined in this list that is deemed unacceptable by administration.	Student Conference	Expulsion
Intimidation/Threat/ Extortion**	Obtaining money, property or services, or intending to instill fear through verbal or nonverbal threats, force, power, actions, or deceit. Threatening to harm another person.	Student Conference	Expulsion
Leaving Campus without permission**	Leaving campus during the educational day without permission of an administrator and/or signing out.	Detention	Suspension
Lunch Behavior/Food Fight	Participating in or planning of a food fight, littering, leaving trash or trays, throwing things during lunch.	Detention	Suspension
Mob Action**	The use of force or violence disturbing the educational setting by two or more persons acting together.	Suspension	Expulsion
Parking Lot Conduct	Any misbehavior in the school parking lot.	Detention	Suspension of Parking Privilege/Suspension
Pornography**	Intentional viewing, display, distribution, or possession of sexually explicit or suggestive material in any form.	Student Conference/ Confiscation of Item	Expulsion
Profanity/Vulgarity/ Public Indecency	Use of vulgar, repulsive, derogatory, profane, obscene, lewd or indecent language, gestures or clothing. Any interaction or behavior that is vulgar of lewd in nature.	Student Conference	Suspension
Provoking a Confrontation/ Inciting/Coercion	Provoking or pressuring others to engage in a confrontation or do something against their will.	Detention	Suspension
Public Display of Affection (PDA)	Any interaction that is deemed by staff as too intimate for a school setting.	Student Conference	Suspension

Sexual Harassment**	Any sexual advance, request for sexual favors, or any conduct of a sexual nature that has the purpose or effect of interfering with an individual's school performance, or creates an intimidating, hostile, or ineffective learning/working climate. To annoy, beleaguer, bother, molest, persecute, or tease.	Student/Parent Conference	Expulsion
Social Media	Using school resources to send, retrieve, or download any items that are sexually explicit or contain hate-based or discriminatory material. Incidents outside of the school environment that manifest in the school setting will be investigated. Events that interfere with the safety, health, and emotional well-being of others or disrupt the school setting are subject to discipline.	Student/Parent Conference	Expulsion
Tardiness	Being late to any class/school.	Student/Parent Conference	Suspension
Theft**	Taking or possessing property that belongs to someone else without their permission.	Suspension	Expulsion
Tobacco Products/ Lighters/Smoking/ Chewing Tobacco	Use or possession of tobacco products, e cigarettes, or lighters on school grounds, buses, or at school/district sponsored events.	Student Conference/ Confiscation of Item	Suspension
Trespassing/Loitering**	Being on school/district grounds without permission or failing to exit school grounds when directed to do so by school personnel.	Suspension	Expulsion
Unauthorized Solicitation	Sale of merchandise and/or services without prior approval of school administration.	Student conference	Expulsion
Vandalism**	Damage of any kind to materials or objects belonging to the school or other persons.	Restitution	Expulsion
Weapons/Non-explosives **	Possessing any object which could be used with the intent to do harm or destruction and/or possessing ammunition or look-alike weapons.	Confiscation of Item/Suspension	Expulsion
Weapons/Fireworks/ Explosives/ Chemical Devices**	Possessing, setting off fireworks, any chemical device or any device or material that may explode on or adjacent to school grounds, buses, or at school sponsored events.	Confiscation of Item/ Suspension	Expulsion

S. Consideration to approve the CLC student handbook for the 2024-2025 school year 696

CONSENT ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of the CLC Student Handbook

PROPOSED MOTION BY THE BOARD OF EDUCATION:
That the Board of Education approves the CLC Student Handbook for the 2024-2025 school year as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	BEARD	_____	_____	TRACE	_____
_____	LONERGAN	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	STEWART	_____			

Updated Information:
Students at CLC are provided with their home school handbook and this handbook. Students are expected to follow expectations of both handbooks. Their home school handbook has been updated to meet the requirements of the IPA Model Student Handbook, while the CLC handbook is geared towards the specific expectations of attending CLC.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided access to the student handbook and school board policy on student behavior. I have read these materials and understand all the rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all school and school district rules, policies and procedures.

I understand that the student handbook and school district policies may be amended during the year and that such changes are available in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with school and school district rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

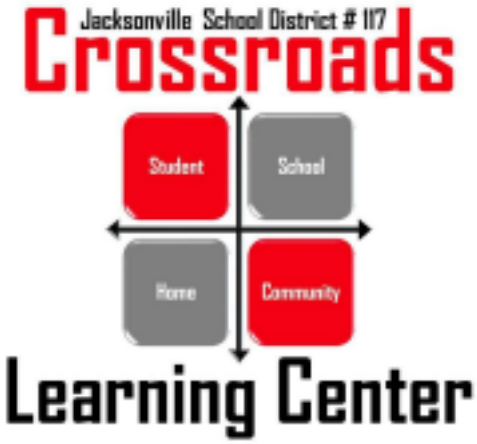
I acknowledge receiving and/or being provided access to the student handbook and school board policy on student behavior. I have read these materials and understand all the rules, responsibilities and expectations.

I understand that the student handbook and school district policies may be amended during the year and that such changes are available on the school district website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with school and school district rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date



The school is located and may be contacted at:
30 N. Central Park Plaza
Jacksonville, IL 62650
217.243.0065

General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.jsd117.org or at the Board office, located at 211 West State Street, Jacksonville, IL.

The School Board governs the school district, and is elected by the community.

Current School Board members are:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Heather Leonard, Member
Mr. Byron Pool, Member
Mrs. Brenda Stewart, Member
Mrs Sherie Trace, Member
Mrs. Teresa Wilson, Secretary

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Jill Dillard, Principal

The school is located and may be contacted at:

Crossroads Learning Center

30 N. Central Park Plaza

Jacksonville, IL 62650

217-243-0065

crossroadslearningcenter@jsd17.org

General Building Conduct

1. CLC will follow all Jacksonville School District #117 policies.

2. Students will turn in all electronic devices and all possessions upon arrival to CLC. Belongings will be stored in locked drawers and will be returned to students after successful completion of their school day.

3. Students will be “wanded” with a hand-held metal detector and searched before entering the facility. Students will be required to remove their shoes for the search.

4. Students will be escorted to the restroom and water fountain.

5. Students are allowed to bring unopened water bottles to school.

6. Breakfast and lunch will consist of a school meal or a packed meal brought from home. Food may not be delivered to students during the day.

7. Student interactions will be monitored and limited to social skills training sessions.

8. CLC dress code is consistent with that of the home school. If students arrive and are not dressed appropriately for school, they will be required to change into something at CLC or spend the day in isolation.

   a. Hats and coats are not allowed to be worn in the building.

   b. Jewelry and accessories that pose a potential health hazard are not allowed.

   c. Pants must be worn at waist level.

   d. Skirts and shorts must be fingertip length or longer.

   e. Garments with holes above fingertip length will not be allowed.

   f. Shirts must cover the torso and the shoulders.

   g. Logos on clothing must be school appropriate.

CLC EXPELLED STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Follow the daily schedule
  - Visit school assigned/approved websites only
- **APEX**
  - Ask before printing anything
  - Ask before accessing answers to study guides (etc.)
  - Do not Google answers
  - Your teachers will only reset your test or quiz once, and only after you have shown them the work you've done to learn the material
- **PE** - 20 minutes of physical activity required a day
  - Walking outside on nice days is expected
    - Failure to behave appropriately will result in an indoor activity on an individual basis
    - Indoor activities will be provided on days when the weather isn't ok to go outside
- **Lunch**
  - Watch video
    - Must be checked in by 9:15 to have it
    - Must complete 2 things prior to lunch to watch it otherwise you will have a working lunch
    - Must have appropriate behavior during lunch to keep it
    - Loss of lunch movie results in a working lunch for the remainder of that day and the next day - Return to lunch movie is allowed after one full working lunch is completed
  - Throw away trash one at a time
  - Clean up your area
  - Wait to be dismissed by classroom teacher
- **Game and Social Skills Activity time**
  - This is only provided to students who act appropriately
  - The loss of this privilege will result in APEX time on an individual basis
- **Earned Minutes**
  - 15 possible minutes can be earned each day
  - Earning a zero in any slot for being late or failing to work or participate uses minutes

    - You may use your saved minutes at the end of that day or bank them for the last day of the week
    - Minutes may not be rolled over if you are absent the last day of the week
    - Walking out of school without permission forfeits all saved minutes
- **End of Day**
    - Turn off your computer
    - Clean up your work area
    - Wait to be dismissed by classroom teacher
    - Push in your chair
- **Leaving the Classroom Without Permission**
    - Loss of lunch movie for 3 days
- **Leaving the Building Without Permission**
    - Loss of lunch movie for 5 days
    - Personal items will be returned to your parent
    - Mandatory parent meeting will be held prior to return
    - Loss of any earned minutes from the week
- **Extended Time**
    - Assigned when you use more than your allotted 15 minutes
    - Must be served until 3:20 on that day
    - Additional time will be served the next day between 8:00 and 9:00am
    - Must work for time to count
- **Rewards**
    - Anyone saving 60 or more minutes can have a treat on the last day of the week
    - The last day of the quarter we will have a movie and pizza in the afternoon
        - Must have $\geq$ 85% point sheet average
        - Must be present $\geq$ 85% of the days
        - Must pass $\geq$ 5 assessments $\geq$ 85% of the days
        - Must have 0 referrals
- **JMS Students**
    - You must pass 3 of the 4 core classes to pass the grade level (math, English, science, social studies)
- **JHS Students**
    - 24.5 credits are required to graduate (at least 6 per year) - see sheets

no referrals

CLC SUSPENDED STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Talking to other students is not allowed
  - Work on assigned activity unless permission is granted
  - Visit school assigned/approved websites only
  - Complete all assignments including makeup work
- **Lunch**
  - Working lunch
  - Throw away trash one at a time
  - Clean up your area
- **End of Day**
  - Turn off your computer
  - Clean up your work area
  - Wait to be dismissed by classroom teacher
  - Push in your chair
- **Leaving the Classroom Without Permission**
  - The day will have to be redone
  - Personal items will be returned to your parent
- **Unsuccessful Day**
  - Noncompliant behavior
  - Refusal to work on assignments
  - The day will have to be redone

Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. Students must arrive by 9:30 a.m. for a lunch to be ordered.

Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reasons as approved by the principal. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent or guardian is required to call the school at 217.243.0065 before 9:00 a.m. to explain the reason for the absence.

Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% or more of the prior 180 regular school days without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Discipline for Misbehavior or Failure to Meet Expectations

Student behavior that is supportive of an atmosphere that allows all students the opportunity to meet behavior and academic goals is expected. Loss of privileges, time away from peers and/or extended time (before or after school), as well as additional consequences as outlined in the homeschool handbook, may be utilized as consequences for students who exhibit misbehavior or fail to meet academic or behavioral expectations.

Bus Transportation

The district provides bus transportation to and from school for CLC students. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the principal. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

Student Medication

Taking medication during school hours is prohibited 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 medication during school hours, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication

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

Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance. Expelled students must meet academic, social and emotional goals to qualify for reintegration into their home schools.

Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and

3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with any other of the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.

Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at

school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

a. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
b. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

a. Parents are required to notify the school nurse if they suspect their child has head lice.

b. Infested students will be sent home following notification of the parent or guardian.

c. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation.

d. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Internet Acceptable Use

All use of the electronic network must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Acceptable Use - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the district's educational objectives, or (b) for legitimate business use.

Privileges - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or building principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;

b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;

c. Downloading of copyrighted material for other than personal use;

d. Using the network for private financial or commercial gain;

e. Wastefully using resources, such as file space;

f. Hacking or gaining unauthorized access to files, resources, or entities;

g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;

h. Using another user's account or password;

i. Posting material authored or created by another without his/her consent; j.

Posting anonymous messages;

k. Using the network for commercial or private advertising;

l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

m. Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.

b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.

c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any

damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

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

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

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

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

Use of Email - The district's email system, and its constituent software, hardware, and

data files, are owned and controlled by the school district. The school district provides email to aid students as an education tool.

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

b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the school district's email system constitutes consent to these regulations.

Search and Seizure

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

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

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

effects left there.

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

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, backpacks, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

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

Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

CLC EXPELLED STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Attend school daily
  - Follow the daily schedule
  - Visit school assigned/approved websites only
  - Be respectful
- **Journals**
  - Answer journal prompt with complete sentences
    - Quarter 1 - at least 3 sentences
    - Quarter 2 - at least 4 sentences
    - Quarter 3 - at least 5 sentences
    - Quarter 4 - at least 6 sentences
- **APEX**
  - Ask before printing anything
  - Ask before accessing answers to study guides (etc.)
  - Do not Google answers
  - You are allowed to reset each assessment yourself once
  - Your teachers will only reset your test or quiz once, and only after you have shown them the work you've done to learn the material (study guide)
  - On assessments, you can only ask for help on 1 out of 10 questions/ 2 out of 20, etc.
- **Grades**
  - They will be figured with 80% academic achievement and 20% point sheet behavior score average
  - No call/no show absences will be recorded as a zero on the point sheet
- **Student Agendas/Handbooks**
  - Track your minutes
  - Track your points
  - Track your assessments (taken/passed/failed/etc.)
- **Lunch**

    - Throw away trash one at a time
    - Clean up your area
    - Wait to be dismissed by classroom teacher
    - The movie is an earned privilege
        - Must be checked in by 9:15 to have it
        - Must pass 2 quizzes, tests, etc. prior to lunch to have it
        - Must have appropriate behavior during lunch to keep it
        - Loss of lunch movie during lunch means you have a working lunch for the reminder of that lunch and the next day
        - You will only be allowed to have the lunch movie once you have served one complete lunch period and worked during that time without behavior issues
- **PE**
    - 20 minutes of physical activity required a day
        - Walking outside on nice days is expected
        - Failure to behave appropriately will result in an indoor activity on an individual basis
        - Indoor activities will be provided on days when the weather isn't ok to go outside
- **Earned Minutes**
    - 15 possible minutes can be earned each day
    - Arriving late to school uses minutes
    - Earning a zero in any slot for failing to work or participate uses minutes
    - You may take the minutes not used at the end of that day or bank them for the last day of the week
    - 75 banked minutes = 1:45pm dismissal
    - 60 banked minutes = 2:00pm dismissal
    - 45 banked minutes = 2:15pm dismissal
    - 30 banked minutes = 2:30pm dismissal
    - 15 banked minutes = 2:45pm dismissal
    - Minutes may not be rolled over if you are absent the last day of the week
    - Earned minutes will be forfeited if you are late without valid excuse. For example, if you have minutes earned on Monday but are more than 15 minutes late another day during the week, you will lose the minutes from Monday.
- **End of Day**
    - Turn off your computer

    - Clean up your work area
    - Complete your reflection
    - Push in your chair
- **Leaving the Classroom Without Permission**
    - Loss of lunch movie for 3 days
    - Loss of any earned minutes from the week
- **Leaving the Building Without Permission**
    - Loss of lunch movie for 5 days (1st offense)
        - Isolation 1 day (2nd offense)
        - Isolation 3 days (3rd offense)
    - Mandatory parent meeting will be held prior to return
    - Loss of any earned minutes from the week
- **Extended Time**
    - Assigned when you use more than your allotted 15 minutes
    - Must work for time to count
- **End of Term Movie and Pizza Lunch**
    - Must maintain an 85% average or better on point sheets
    - Must be present 85% of the days of the quarter
    - Must pass 5+ assessments 85% of the days of the quarter(stickers)
        - Quarter 1 - 38 days
        - Quarter 2 - 35 days
        - Quarter 3 - 38 days
        - Quarter 4 - 36 days
- **JMS Students**
    - You must pass 3 of the 4 core classes to pass the grade level (math, English, science, social studies)
- **JHS Students**
    - 24.5 credits are required to graduate (at least 6 per year)

CLC SUSPENDED STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Talking to other students is not allowed
  - Work on assigned activity unless permission is granted
  - Visit school assigned/approved websites only
  - Complete all assignments including makeup work
- **Lunch**
  - Working lunch
  - Throw away trash one at a time
  - Clean up your area
- **End of Day**
  - Turn off your computer
  - Clean up your work area
  - Wait to be dismissed by classroom teacher
  - Push in your chair
- **Leaving the Classroom Without Permission**
  - The day will have to be redone
  - Personal items will be returned to your parent
- **Unsuccessful Day**
  - Noncompliant behavior
  - Refusal to work on assignments
  - The day will have to be redone

T. Consideration to approve JMS student handbook for the 2024-2025 school year 719

CONSENT ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of the JMS Student Handbook

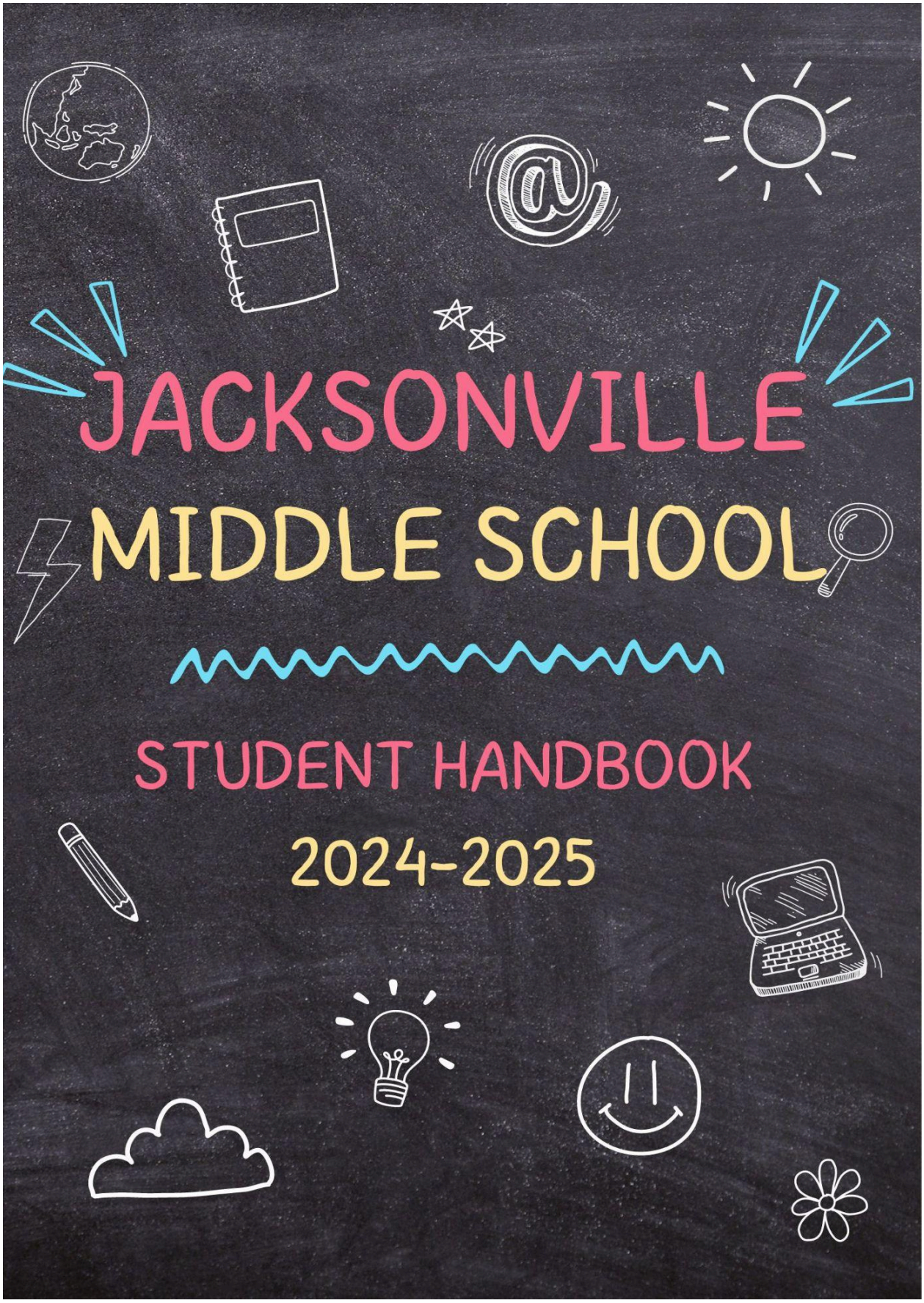
PROPOSED MOTION BY THE BOARD OF EDUCATION:
That the Board of Education approves the JMS Student Handbook for the 2024-2025 school year as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	BEARD	_____	_____	TRACE	_____
_____	LONERGAN	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	STEWART	_____			

Updated Information:

- Dress Code pg 16
- No costumes/accessories to be worn at school
- Backpacks with wheels are not permitted
- Bus Transportation pg 11
    - Notes must be provided to the office from each student's parent/guardian.
- The following updates are included per Illinois Principals Association Model Student Handbook:
    - Visitors pg 41
    - Targeted School Violence Prevention Program pg 39
    - Bullying pg 10-11
    - Sex Offender Notification Law pg 40
    - PUNS (Prioritization of Urgency of Need for Services) pg 28
    - Investigation Process pg 33-34
    - Discrimination And Harassment On The Basis Of Race, Color, And National Origin Prohibited pg 14-15
    - Free And Reduced-Price Food Services; Meal Charge Notifications pg 20-21
    - School Bus Safety Rules - pg 11 1. Be aware of moving traffic and pay attention to your surroundings
    - Prevention Of Anaphylaxis pg 15
    - Advisory Committee pg 8


JACKSONVILLE
MIDDLE SCHOOL
STUDENT HANDBOOK
2024-2025

Bell Schedule 2024-2025

Regular Bell Schedule		
EB	7:15	8:07
1st	8:15	9:07
2nd	9:10	10:02
3rd	10: 06	10:58
4th/5th	11:01	1:18
6th	1:21	2:13
Crimson Time	2:17	2:52

SIP Early Release		
EB	7:15	8:07
1st	8:15	8:53
2nd	8:56	9:34
3rd	9:38	10:16
6th hour	10:19	10:57
4th/5th	11:00	12:52

2 Hour Late Start		
1st	10:15	10:52
2nd	10:55	11:32
4th/5th	11:35	1:22
3rd	1:25	2:02
6th	2:06	2:43
Crimson Time	2:46	2:52

1 Hour Early Release		
EB	7:15	8:07
1st	8:15	9:00
2nd	9:03	9:48
3rd	9:52	10:37
4th/5th	10:40	12:43
6th	12:46	1:31
Crimson Time	1:35	1:52

Student Expectations

BE RESPONSIBLE…students have the responsibility of participating fully in the serious business of learning. Students must report to school and to all scheduled classes regularly and on time, remain in classes until dismissed by the teacher, pay attention to instructions, complete assignments to the best of their ability and request help when it is needed. KNOWLEDGE IS POWER!

BE RESPECTFUL…students have the responsibility of showing respect for the knowledge and authority of their teachers and other adults in the building. Remember that any adult in the building has the authority to correct students. Students should not defy authority. Students must use acceptable language when addressing adults. Students have the responsibility of recognizing the rights and human dignity of themselves and fellow students. For example, students must refrain from name-calling, fighting, harassment, belittling or engaging in deliberate attempts to embarrass or harm another student. Students must use acceptable language when addressing each other. Students are expected to keep their hands, feet, and hurtful comments to themselves. This also includes respecting others' property including trappers, supplies, and clothes of classmates. RESPECT OTHERS! Treat others as you wish to be treated!

BE SAFE…students must report to school and to all scheduled classes regularly and on time. They are to remain in classes until the teacher dismisses them. Students are expected to use time wisely and for the promotion of a positive learning environment and avoid any behavior that has a negative effect on learning. Students must cooperate by maintaining reasonable orderliness in the school and by taking care of books and other instructional materials in the classroom. Lockers, cafeteria, restrooms, school blacktop, and locker rooms are examples of other places students should maintain safe behavior. Take pride in your school!

Jacksonville Middle School Staff

The faculty and staff wish to welcome you! We are here to assist you in any way possible with your development and education. If you have any questions or concerns, contact the JMS Office and arrange an appointment. The office is open Monday through Friday 7:30 A.M. to 4:00 P.M. and the phone number is 243-3383. A staff directory with contact information can be found at jms.jsd117.org.

Handbook Acknowledgement

Parents and Students- Please make sure to read the enclosed handbook. Agreement of acknowledgement of all rules and expectations is part of the registration process that you must complete. It is the responsibility of the student and parent to follow all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. This handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon the implementation of any change. The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

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STUDENT SCHEDULE

QUARTER 1	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Crimson Time			

QUARTER 2	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Crimson Time			

QUARTER 3	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Crimson Time			

QUARTER 4	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Crimson Time			

STUDENT USERNAMES

Skyward:_____

Computer Login:_____

Locker Number/Combo:_____

Other:_____

Publishing Note: 1" x 2 ⅝" for
Avery 48260 Label

Computer password # /Media Center Barcode

Leveling Dates

TERM	DATE	TERM	DATE
M1		M3	
T1		T3	
M2		M4	
T2		T4	

Building and District Information

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

Individuals with disabilities are welcome to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

AGENDA

This Agenda is a very important learning tool at JMS. It is used for recording assignments, hall passes, and teacher to parent communication. Students should have it with them at all times, as not having it will prevent them from receiving passes. Students who have lost their Agendas should report it to the counselor or office. Replacement Agendas are available to purchase in the main office. While a majority of board policies are listed within the agenda, the full handbook is located on the JMS website: jms.jsd117.org

ADVISORY COMMITTEE

The district has established and maintains a parent/teacher advisory committee to assist in the development of policy guidelines on student discipline, including without limitation, bullying and school searches. The guidelines lead to a policy addressing temporary classroom exclusion of disruptive students by the teacher.

ANIMALS ON SCHOOL PROPERTY

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

ARRIVAL

The school building will open at 7:45 A.M. Students will be required to wait outside until that time. Students wishing to see teachers upon their arrival should secure a pass before proceeding to a classroom.

ASSIGNMENTS

Each student will keep a record of daily assignments in his/her agenda. Students are expected to be responsible for completing lessons at school and at home as homework if necessary. Students are responsible for collecting homework missed during an absence.

ATTENDANCE

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

In the elementary setting, attendance is taken at the beginning of the day and again after lunch. In the 6th-12th grade setting attendance is taken at the beginning of the day as well as each period/class of the day.

Attendance Definitions: There are two types of absences: excused and unexcused.

Excused absences include illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school. All other absences are considered unexcused. Students are allowed one day-long absence per school year for the purpose of attending a civic event.

Unexcused absences include: All other absences that do not fall under the definition of excused. Examples of unexcused absences include, but are not limited to: oversleeping, running errands, staying at home to provide daycare for siblings, shopping with family or friends, minor aches and pains, ordinary weather conditions, vacations, business that could be held outside of regular school hours, and unsecured transportation.

Other Attendance Practices

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments, make-up work, and the Crimson PRIDE level system.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook.

Notification of the School

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

AWARDS

Eighth grade students are eligible to earn the following awards at the end of the year. American Legion Award, Art Award, David Glover Award, Music Award, Spanish Award, Alexander Sweatman Student-Athlete Award, Physical Education Award, Language Arts Award, George Elliott Math Award, Illinois Council for Teachers of Mathematics, Social Studies Award, Don Kirchoffer Science Award. In addition, 8th graders who maintain straight A's for three academic years will be recognized at an awards ceremony.

BICYCLES & SKATEBOARDS

Bikes are to be parked and locked to the bike racks and skateboards kept in the student's locker. For the safety of all concerned, all bikes and skateboards are to be walked when on school property. Hoverboards are not allowed at school.

BREAKFAST AND LUNCH PROGRAMS

Lunch is served every school day, except when there is an 11:00 a.m. or earlier dismissal. Students may bring their own lunch, purchase milk and a la carte items in the lunch line or purchase a full school lunch. Bringing in outside (fast food type) lunches is not permitted. Energy drinks should not be brought to school.

Students may pay for food purchased at school with cash or by using the Skyward lunch account. Money may be credited to the account by placing a check made out to District 117 and given to the cashier or school secretary. Parents may check account balances and usage through their Skyward Family Access account. Parents wishing to have their child eat lunch with them may do so by signing them out for the lunch period in person through the main office.

BULLYING

Preventing Bullying, Intimidation & Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, homelessness, or actual marital status or parenting 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:

· During any school-sponsored education program or activity.

· 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.

· Through the transmission of information from a school computer, a school network, or other electronic school equipment.

· Through the transmission of information from a computer that is accessed at a non-school-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.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) 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:

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

· Causing a substantially detrimental effect on the student's or students' physical or mental health;

· Substantially interfering with the student's or students' academic performance; or

· Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system,

including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

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 by phone call or in writing. **Nondiscrimination Coordinator:** Celeste Lashmett, Principal: 243-3383, or clashmett@jsd117.org **Complaint Managers:** Tim Roberts, Assistant Principal: 243-3383, or troberts@jsd117.org or Anthony Mansur, Assistant Principal: 243-3383, or amansur@jsd117.org.

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.

A student will not be punished for reporting bullying or supplying information, even if the school'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

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student (added as the beginning of the third sentence under bullying

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

BUS TRANSPORTATION

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal. Notes must be provided to the office from each student's parent/guardian.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by a building administrator, and may result in school disciplinary action.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Be aware of moving traffic and pay attention to your surroundings
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.

4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file formation without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
12. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation issues, contact: 245-6624.

Additional resources follow:

National Highway Traffic Safety Administration - School Bus Safety
https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - School Bus Safety Campaign Material
www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council - Tips for a Safe Ride www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Ill. State Police - School Bus Safety

CARE OF STUDENTS WITH DIABETES AND FOOD ALLERGIES

If your child has diabetes or food allergy and requires assistance with managing this condition while at school and school functions, a Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

Inform the school in a timely manner of any change which needs to be made to the Care Plan, any changes to their emergency contact numbers or numbers for health care providers on file with the school for their child, Sign the Care Plan, and Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Care Plan.

For further information, please contact the Building Principal. Parents providing accurate and timely information to the school will allow the school district to review all available resources to best serve the student's needs.

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

CELL PHONES & ELECTRONIC DEVICES

Students' electronic devices and accessories (cell phones, phone watches, headphones, earbuds, etc.) must be powered off and out of sight while in the school building. Wireless speakers are not allowed at school. If a student needs to use an electronic device, he or she may do so in the front office with the permission of a staff member. Students are not allowed to

take pictures or video of anyone without explicit permission. This includes, but is not limited to recording fights, or making recordings that include others in the background without their permission. Violations of this policy will result in confiscation of the device and/or disciplinary consequences. Office and classroom phones are for school district business and emergencies only. Students may use the telephone on the counter in the Main Office, with permission from the secretary.

CELL PHONE VIOLATION POLICY

If students are caught with their cell phone or using phone watch while at school, the following protocol will be followed:

1st Offense- Confiscated for the remainder of the day.

2nd Offense- Confiscated for the remainder of the day and student will be given a lunch detention.

3rd Offense- Confiscated from the student. Parent/Guardian must come pick up the phone. Phone will NOT be released to the student or anyone not on the student's contact list.

4th Offense- Confiscated from the student. Parent/Guardian and student must have an in-person conference with administration and then the parent/guardian will be given the phone to take home, the student will be given a lunch detention or further disciplinary action.

If a student refuses to turn in their phone when this policy is violated, further disciplinary action can be taken.

CHAIN OF COMMAND

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach or staff member who is directly involved with the concern or situation

Step 2) If a parent or community member has completed Step 1 and feels that the issue/concerns was not remedied, they should contact the building Principal, Director of the program, or the Athletic Director

Step 3) If a parent or community member has completed Steps 1 and 2 and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact Central Office

Step 4) If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

CLASSROOM DISCIPLINE

Appropriate behavior in the classroom is essential for learning. Teachers establish classroom procedures to create an atmosphere that is conducive to student learning. Any student who is disruptive to the learning process is subject to discipline by the classroom teacher. Should a teacher assign a consequence, students are required to serve that consequence.

COMPUTERS

Computers are to be used only under teacher supervision. Students must have on file an Authorization for Use (AUP) that has been signed by a guardian as well as the student before being allowed to use any computer at JMS. Access to the Internet should be made using the links provided through the JMS website or other web addresses provided by a teacher.

CRIMSON PRIDE

It is our goal to provide a system of supports for students who are identified as at-risk through objective criteria. Students will be acknowledged and offered interventions for meeting specific expectations established by the school based on data collected regularly throughout the school year. Expectations are established for student behavior, attendance and academic performance.

Crimson P.R.I.D.E.

Crimson PRIDE stands for Productive, Responsible Individuals Dedicated to Education. Students will be taught the Crimson PRIDE expectations of Be Responsible, Be Respectful and Be Safe throughout the school year. The Crimson Pride expectations are aligned with the Illinois State Board of Education's Social Emotional Learning Standards. Students who successfully meet those expectations will be acknowledged through a variety of planned activities and opportunities, as well as be awarded a level which includes privileges that are unique to each level. Students who need assistance with meeting the objectives will be offered interventions to support their needs.

Student Identification

Students will be issued ID cards following registration and will be expected to be able to produce the ID card upon request. Throughout the year, as students earn privileges they will need to show the ID card to access those privileges. Privileges may include opportunities during the school day as well as attendance at extracurricular activities at JMS and JHS. Failure to produce a valid ID card may prohibit a student's access to an earned privilege.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

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

DISCRIMINATION AND HARASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure. Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation; 2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules; 3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action; 4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis; 5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and 6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

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

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

PREVENTION OF ANAPHYLAXIS

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/Guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

DISTRICT #117 BEHAVIOR & DISCIPLINE CODE

All aspects of the Building Policies and Disciplinary Procedures are aligned with the Jacksonville District #117 Behavior & Discipline Code. Copies can be found in the following places: District web page: www.jsd117.org, District calendar each family receives at registration, and at Central Office.

DRESS CODE

Students are expected to be clean and neat in appearance and the clothing worn is expected to be appropriate to the school situation. The administration reserves the right to send home any student wearing clothing or accessories deemed inappropriate for the educational environment; time missed will be unexcused. Recurring violations of the dress code may result in disciplinary action.

What to wear to school:

Tops/Shirts—Wear tops that cover the shoulder completely, are long enough that a raised hand does not show any skin.
Pants/shorts/skirts—Wear pants, shorts and skirts that extend beyond fingertips extended at the student's side and stay at the waist.

Shoes—Wear comfortable/appropriate shoes that are not slippers.

What not to wear (or bring) to school:

This list is to be used as a guide and is not intended to be all inclusive.

- Lockers will be provided to students per request.
- Students will be allowed to carry backpacks
- Backpacks with wheels are not permitted

Tops/Shirts

- See-through, mesh, or ripped
- Tops that are too tight, too short, low cut, or expose back, chest, or shoulders

Pants/shorts/skirts

- Pajama pants or boxer shorts
- Tights, or see through leggings, unless worn under an appropriate length clothing article (beyond fingertips)
- Pants with holes or rips higher than fingertips extended at the student's side, or have excessive holes/rips
- Pants that fall below the waist or expose clothing worn under them. No sagging.

Shoes

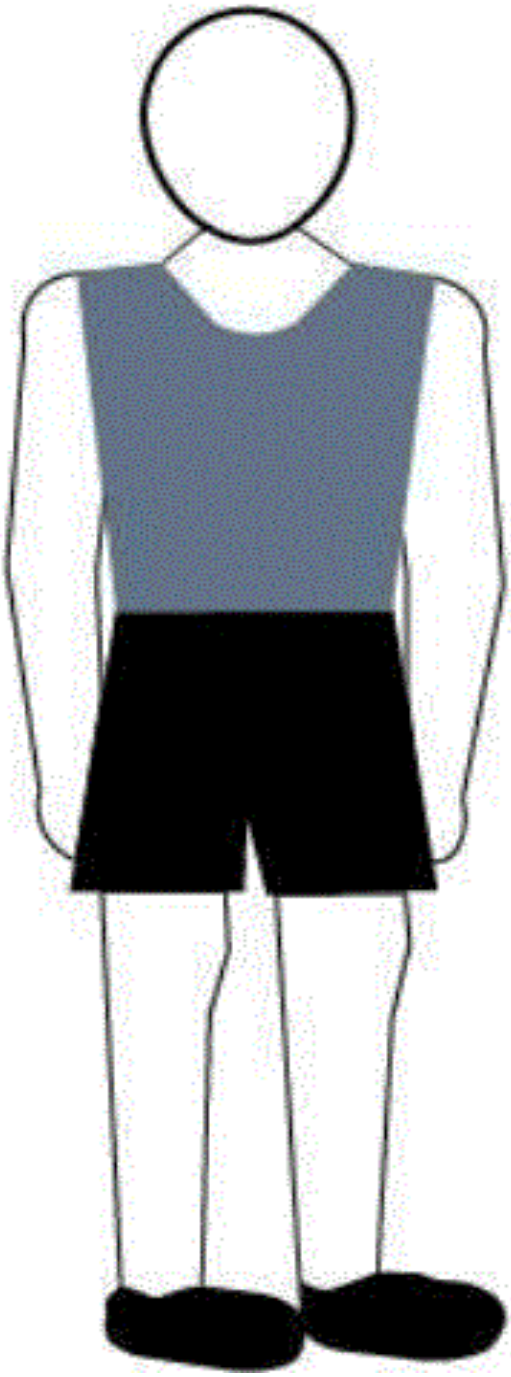
- No slippers.

Accessories

- Chains; necklaces with large links, pendants, or beads; excessively large or distracting earrings; studded necklaces or bracelets; and wristbands
- Head coverings; entire head covering bandanas, hats, combs, hair picks, rollers, sunglasses; these are to be kept in lockers
- Headbands and bandanas that do not cover the entire head are allowed

Other

- Clothing or body art with sexual/drug/alcohol/racial/gang/dual meaning or otherwise inappropriate design
- Body or clothing graffiti
- Clothing that has holes in inappropriate places
- Coats, hats, jackets and outerwear are to be kept in lockers during the school day
- No hoods are to be worn in the school building
- No costumes/accessories are to be worn in school
- Food and drinks are to be consumed in the commons area only
- Other items not named on this list may also be restricted if they interrupt the educational process or pose a safety concern.



Torso: Clothing must cover stomachs, backs, and chests. Undergarments must be covered.

Legs: Shorts, skirts, and dresses must be fingertip length.

Feet: Footwear appropriate to the activity must be worn at all times.

EDUCATION OF STUDENTS WITH DISABILITIES

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for which it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. This identification process includes the RtI growth model.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from Jacksonville School District's Director of Special Services.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. For further information contact the principal.

In accordance with Illinois Administrative Code 226.530, with respect to parents' participation in meetings, our school district will provide all parents of children with disabilities the following information: 1) notice to all parents of children eligible for an individualized education program (IEP) about the availability of interpretation services at IEP team meetings: 2) an explanation of how parents can request an interpreter; 3) notice that a parent has the right to request the interpreter provided by the school district serve no other role in the IEP meeting than as an interpreter, and that the school district should make reasonable efforts to fulfill this request; and 4) if you have any questions or complaints about interpretation service, please call the Director of Student Services and Special Education at (217) 243-7402.

Related Services Log

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

In addition to offerings in the academic area, a number of extracurricular activities that encourage physical and social growth are available for students. The administration and staff at Jacksonville Middle School encourage extracurricular participation.

JMS follows the guidelines for eligibility as defined by the Illinois Elementary School Association, which states that students who participate in extracurricular activities, other than regularly scheduled class, maintain passing grades in all classes. A student who is failing any academic or elective class will be ineligible the following week. Eligibility is posted by teachers on Friday by 3:30 p.m. and reported to coaches. Students declared ineligible may practice the following week, but not participate in activities or competition, or travel to away games.

A student who has been declared ineligible for three weeks of the season shall not be eligible for J's or any other post-season awards (team captain, most valuable, sportsmanship, etc.). This applies to all extra-curricular activities which take students from classes - sport teams, Scholastic Bowl, student council, cheerleaders, pom pons, band, orchestra, choir, etc. Students must attend school at least half the school day to participate in a practice or competition/activity after school.

EMERGENCY SCHOOL CLOSINGS

In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible to accommodate family needs. If inclement weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

Local media sources that receive school closure information include:

WJIL 1550 AM, WLDS 1180 AM, WEAI 107.1, WJVO 105.5, Channel 20 News

School Messenger messages will also be used to communicate with parents regarding emergency school closures. Skylert is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at www.jsd117.org.

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures. To ensure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

ENGLISH LANGUAGE LEARNERS

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of English Learners will be: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact Celeste Lashmett at 243-3383.

EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Human Resource Director at 243-9411.

EXTRACURRICULAR CODE OF CONDUCT

A member of any Jacksonville Middle School competitive program must adhere to the Code of Conduct. The student assumes the responsibility of representing the school and community within the stated guidelines. Any candidate or student selected for participation that repeatedly receives behavioral referrals, suspensions, or has excessive absences or tardies may forfeit the privilege of participation. Students participating in extracurricular activities should refer to the Extracurricular Handbook for details. All participants will be required to sign and abide by its contents.

FACILITY USAGE

Any individual, group or organization wishing to use any facility in Jacksonville Middle School or on the school's property should contact the Principal for a District application for usage and a building need form. Restrictions on usage as well as certain rates and fees may apply as detailed in School Board policy.

FAMILY LIFE AND SEX EDUCATION CLASSES

State law requires that all sex education instruction must be developmentally and age appropriate, evidence-based, and medically accurate and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective method in the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS. A sample of the District's instructional materials and course outline for these classes or courses

are available from the classroom teacher for your inspection. If you would like to examine instructional materials or request a class attendance waiver, please contact the main office.

FIELD TRIPS

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons: · Failure to receive appropriate permission from parent/guardian or teacher; · Failure to complete appropriate coursework; · Behavioral or safety concerns; · Denial of permission from administration; · Other reasons as determined by the school.

FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES

The school establishes fees and charges to fund certain school activities, including some field trips. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program. Fines can be waived for students who meet certain eligibility guidelines.

The building principal will give additional consideration where one or more of the following factors are present: An illness in the family, Unusual expenses such as fire, flood, storm damage, etc., Unemployment, Emergency situations, or When one or more of the parents/guardians are involved in a work stoppage. Information relating to the timelines and administrative procedures relating to the waiver of student fees can be requested from the building administrator upon enrollment in school or upon a change in the family's financial status.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

FOOD & WELLNESS

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher or school office. All treats and snacks must be store bought and prepackaged in individual servings. Homemade treats or snacks are not allowable at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. In accordance with the JSD #117 Wellness Policy, it is strongly encouraged that you select a treat or snack with nutritional value.

FREE AND REDUCED-PRICE FOOD SERVICES; MEAL CHARGE NOTIFICATIONS

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

GENERAL SCHOOL DISTRICT INFORMATION

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.jsd117.org or at the Board office, located at 211 W. State St., Jacksonville, Il 62650. 243-9411

The School Board governs the school district, and is elected by the community. Current School Board members are:

Noel Beard, President, Mike Lonergan, VP, Bob McBride, Steven Cantrell, Heather Leonard, Brenda Stewart, and Theresa Wilson.

The School Board hires the administrative staff to operate the school. A list of JMS administrative staff can be found at jms.jsd117.org

The school is located and the principal may be contacted at **664 S. Lincoln Ave., Jacksonville, IL 62650; 243-3383.**

GRADES

School report cards are available on Skyward for parents' viewing access every nine weeks. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

HANDOUTS/ ADVERTISEMENTS/ FUNDRAISING

Anything non-school related (flyers, invitations, party invitations, etc.) must be cleared by the superintendent before being posted or handed out to others. Independent athletic programs should clear the distribution of handouts through the principal to ensure a balance of opportunities for all students.

HEAD LICE

The school will observe recommendations of the Illinois Department of Public Health regarding head lice. 1. Parents are required to notify the school nurse if they suspect their child has head lice. 2. Infested students will be sent home following notification of the parent or guardian. 3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation. 4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

HEALTH INFORMATION

School Health Physical Examinations are required for students: Entering kindergarten or the first grade; entering the sixth and ninth grades; and/or enrolling in an Illinois school for the first time, regardless of the student's grade. Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, Or (2) that a dental examination will take place within 60 days after May 15. Failure to receive the physical examination and immunizations will cause your child to be withheld from school until the required forms are presented to the school.

Exemptions*:* A student will be exempted from the above requirements for: Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection, Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption, Health examination or immunization requirements on medical grounds if a physician provides written verification, Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Communicable Diseases: The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases. 1. Parents are required to notify the school nurse if they suspect their child has a communicable disease. 2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian. 3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease. 4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates that the student will be absent from school, because of an extensive medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's, physician assistant or licensed advanced practice registered nurse written statement. In order for school officials and staff to better serve homebound or hospitalized students, the physician's written statement should include:_Diagnosis, List of symptoms that would/could manifest in the instructional setting, Transition plan for a return to school.

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school. Parents seeking home or hospital instruction should contact the building principal with the detailed physician's statement. A complete physician's, physician assistant or licensed advanced practice registered nurse statement will allow the school to begin the 5 day timeline for response to the student's need.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant or licensed advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

HOMELESS CHILD'S RIGHT TO EDUCATION

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

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or (2) enrolling the child in an

attendance area in which the child or youth is actually residing. Other resources are available to homeless children. These resources are provided through Title I funding. To learn more about these resources, parents should contact the following:

School Counselor, (building Homeless Liaison) 243-3383, Kelly Zoellner, District Homeless Liaison 243-9411 ext. 1119

HOMEWORK

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

HUMAN GROWTH AND DEVELOPMENT

Students will not be required to take or participate in any class or course in comprehensive human growth and development (sex) education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Instruction relating to sanitation, hygiene or traditional courses in health or science does not fall under this provision. Parents or guardians may request to examine the instructional materials to be used in any district sex education class or course.

INVITATIONS & GIFTS

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home or delivered outside of the school day. The office is unable to release addresses and phone numbers of students. The office will not make deliveries of any kind to students. This includes flowers, balloons, gifts, and food deliveries.

LOCKERS

Lockers will be assigned to each student. They will be assigned to them based on their home base location. Locker issues should be reported to the home base teacher. It is the student's responsibility to see that the locker is kept locked at all times and the combination not given to others. The school is not responsible for loss or theft of items from lockers. Hallway lockers and locker room lockers are the property of the school and are under the control of school personnel. Any locker may be searched by school personnel on suspicion of a threat to the health or safety of other students. Students observed using unassigned lockers will face disciplinary action. A $5 fee will be assessed for a lock, and will be refunded at the end of the school year upon return of the lock.

LOITERING

Take care of school business and quickly move to where you belong. School ends at 2:55 p.m. on a regular attendance day. Students not participating in after school activities should leave school grounds at the end of the instructional day. Rides should arrive no later than 3:10 p.m.

LOST AND FOUND

Possessions are to be clearly marked so they may be identified. All "found" articles are to be turned in to the office.

MANDATED REPORTER

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

MEDIA CENTER

The Media Center, which has student-accessible computers as well as books and magazines for assigned study and recreational reading, is open for use during the entire school day as well as before and after school. Agenda passes are required for each visit, except before and after school, and passes must indicate the purpose of the visit. Up to two books at a time may be checked out for two-week periods; renewals are allowed. Students are required to dispose of all gum, candy, drinks, and food prior to using the Media Center.

MEDICATION

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 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.

School Medication Authorization

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/Treatment Authorization Form" is submitted by the student's parent/guardian. This form shall be completed annually, and shall be on file at the school building in which the child attends. This form shall be filed prior to dispensation of any medication to a student, and the form shall specify the times at which the medication must be dispensed and the appropriate dosage. 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.

Self-Administration of Medication

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/Treatment 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. Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school. Students with epilepsy may possess and self-administer supplies, equipment, and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH:
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form – Medical Cannabis,*

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

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Personnel Authorized to Administer Medication

1. All student medication shall be left in the school office or with the nurse unless otherwise authorized by the Principal. If there is no school nurse in the building, the medication shall be given to the person designed by the Principal. Medicine should be kept in a secure place.

2. All medication shall be in the original container and be clearly marked with the student's name, doctor's name, contents and dosage.

3. All student medication will be administered by a school nurse, the Principal or his/her designee.

4. A record shall be kept of all medication dispensed by school personnel to students specifying the time of dispensation, dosage and supervising personnel.

5. When appropriate, the Principal may request parent(s)/guardian(s) to come to school to administer medication or aid.

Administration by Students

1. A student may self-administer non-oral medication and inhalers with parental consent when under the supervision of a school nurse or other school personnel designated by the Principal.

2. A student may self-administer without supervision only with parental consent and authorization of the Principal noted on the form.

Field Trips

1. Parents of students who require medication on field trips shall provide the certified school personnel responsible for the field trip with a copy of the school medical authorization described in B.1 above.

2. If medication in addition to that described in above is needed, an additional authorization form shall be provided prior to the field trip.

3. The following instructions shall appear on all parental permission forms required for field trips and outdoor education experiences:

All medication to be administered by school personnel or by student during this field trip or school-related activity shall be clearly marked with: Student's name, Medication name/dosage, Administration route and/or other directions

NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY

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

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

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

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

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

- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

PANDEMIC PREPAREDNESS; MANAGEMENT; AND RECOVERY

This handbook procedure is meant to apply generally to any pandemic or other health emergency and should be supplemented with other relevant and timely information.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads substantially. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

PARKING

Those dropping off and picking up children should use the circle drive off of Lincoln Ave. starting at 7:30 in the morning.

Vehicles may not be parked or located in the bus lanes or fire lanes at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

PARENT ORGANIZATIONS AND BOOSTER CLUBS

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

2. The rules and procedures under which it operates.

3. An agreement to adhere to all Board policies and administrative procedures.

4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school,District staff, and community members.

5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.

6. An agreement to maintain and protect its own finances.

7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

PERSONAL PROPERTY

Students and parents should consider carefully the decision to bring any non-instructional supplies to school. The school will not accept responsibility for any non-instructional items that are lost, broken or stolen. Any item brought to school that causes a disruption to the educational environment, distraction to other students or potential threat to safety will be deemed to be inappropriate and may be confiscated by the school. Confiscated items will be placed in the safe in the school's main office. The school may require a parent or guardian to sign for return of the item in the main office.

PHYSICAL EDUCATION

All students are required to participate in physical education unless exempted by a doctor. Excuse from physical education in excess of three consecutive days requires a doctor's verification. All students are required to dress in appropriate gym attire for P.E., and only gym tennis shoes (not street shoes) will be allowed on the gym floor. P.E. clothes are subject to the student dress code. All belongings should be locked in the student's P.E. locker; school personnel are not responsible for items in unlocked lockers. Students must maintain a passing grade in P.E. to be eligible for certain activities.

PUNS (PRIORITIZATION OF URGENCY OF NEED FOR SERVICES)

Database Information for Students and Parents or Guardians

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

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

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

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance:

Barbie Davidsmeyer - bdavidsmeyer@jsd117.org

REQUEST TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL EDUCATION; EVALUATION OR OBSERVATION

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. Parental permission will be sought in the event of an observation.

In order to hold instructional time sacred, this access can be granted only after an appointment has been scheduled and cleared with a building administrator. Once access has been granted, professionals and adults will be reminded of student confidentiality rights and consult with instructors only during conference and planning times.

For further information, please contact the school principal.

RESIDENCY

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (one document required)

1. Most recent property tax bill and proof of payment
2. Mortgage papers
3. Signed and dated lease with proof of the last month's payment
4. Letter from manager and proof of last month's payment
5. Letter of residence from landlord

Category II (two documents required)

1. Driver's license
2. Vehicle registration
3. Voter registration

RESPONSE TO INTERVENTION (RtI)

RtI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. The goal of RtI is to provide students with the help they need to be successful as early as possible in their school career.

How does RtI work? When a student begins to have some area of concern affecting his or her school progress, the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress. This team, referred to as the SPRINT team, uses the insight and expertise of several different school staff members. SPRINT members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and or parents. The SPRINT meets regularly to discuss and monitor student concerns. As the child's progress is measured over time, if he or she makes acceptable progress the interventions may be discontinued or continued if the team feels the interventions are needed to help the student succeed. If the child continues to struggle, then more intensive interventions may be tried.

What is the role of the parent in RtI? Jacksonville School District #117 upholds the philosophy that parents are a child's first teachers as well as his or her lifetime coach. Therefore, the Jacksonville School District greatly values the important role of parents in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite the parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student. Parents provide insight into a child's learning and development to help understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

RIGHTS, RESPONSIBILITIES AND EXPECTATIONS OF DISTRICT STAKEHOLDERS

While this summary may not fully encompass every stakeholder need, it establishes a framework for reference.

Each student may expect:	**Each student is responsible to:**
· A free and appropriate education. · Due process involving any disciplinary action. · A safe educational environment conducive to learning. · An environment of civility.	· Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel. · Respect the rights and individuality of others. · Refrain from taunting, bullying or harassing others. · Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.) · Come to school on time every day. · Go to all classes and do your best on all school assignments. · Refrain from behavior that disrupts the educational process. · Facilitate the communication and delivery of information between school and home. · Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities. · Respect and maintain school and private property in accordance with school rules.
Each parent/guardian may expect:	**Each parent/guardian is responsible to:**

· Information concerning the lawful policies, procedures, rules and regulations established by school authorities. · A safe environment conducive to learning. · To have access to his/her child's school record according to District guidelines. · Regular student progress reports. · An environment of civility when addressing academic and behavioral decisions relating to their son or daughter. · To be guided through the Chain of Command as established in Board Policy.	· Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year. · Have current contact and emergency information on file with the school office. · See that his/her child attends school in accordance with Illinois State Laws and arrives on time. · Be aware of and follow District policies and building rules, traffic laws, guidelines and regulations concerning his/her child. · Ask for academic and behavioral requirements in the classroom. · Know that nutrition, proper rest, hygiene, and overall attitude directly impact student learning. · Know your child's teachers. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the building Principal. · Take an interest in your child's academic progress and discuss it frequently with your child. · Know when progress reports and report cards are due and discuss them with your child. · Encourage the involvement of your child in extra-curricular activities. · Call the school within one hour of start time if your child is ill or cannot come to school. · Create a healthy routine for the completion of homework. · Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, and school supported organizations. · Model appropriate and successful behaviors that support your child's life skills.
School Personnel may expect:	**School Personnel are responsible to:**
· To be involved in communication to and from parents. · An environment of civility when addressing academic and behavioral decisions relating to the student performance. · To be guided through the Chain of Command as established in Board Policy.	· Know and accurately follow discipline guidelines as established by District policy. · Make school rules and regulations contained in a handbook and/or District calendar available to all students and parents. · Notify the appropriate authority of criminal violations by students. · Implement intervention procedures within his/her jurisdiction through available means. · Notify parents in a timely manner of any significant violation of discipline policy. · Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mails and parent conferences. · Notify parents whenever possible if child is absent and the parent has not called.
The Board of Education may expect:	**The Board of Education is responsible to:**
· An environment of civility when addressing decisions relating to the policies and practices of JSD #117. · To be guided through the Chain of Command as established in Board Policy.	· Secure that personnel are highly-qualified and adhere to District curriculum. · Secure that each student has equal access to established curriculum. · Hold students (and adults) accountable for disorderly conduct on school property and to discipline for disorderly conduct on the way to and from school and at any school function. · Hold parents or guardians liable for all damages caused by their child or ward. · Review any disciplinary action taken by school personnel. · Expel students from school for a serious violation or chronic series of violations of school policy guidelines.

SAFE SCHOOL DRILLS

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

SCHOOL COUNSELORS

School Counselors work to maximize student success by promoting access and equity for all students. They help students with academic achievement strategies, managing emotions, and applying interpersonal skills. Short-term counseling, group support and collaborations with families, teachers, and staff are also provided for student success. Additionally, our school counselors support students with course selections and class schedules. Students need to get a pass from a teacher to see the counselor or leave their name in the main office. Exceptions may be made for emergencies.

SCHOOL INSURANCE

All injuries should be reported to the office. Students with school insurance should be sure to complete claim forms promptly. Accident insurance provides the necessary coverage required for students who participate in interscholastic activities.

SCHOOL MESSENGER

School Messenger is a messaging system that allows the district to quickly send mass notifications to employees, parents and students. Skylert is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. You can decide the contact method(s) by which you receive messages. School Messenger can provide you with information in two ways: Telephone/Cell Phone or Email

SCHOOL VISITATION RIGHTS

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

SCHOOL VOLUNTEERS

All school volunteers must complete the “Volunteer Information Form” and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

SEARCH AND SEIZURE

In order to maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” includes school liaison police officers.

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

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

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

Student Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, cars (within 1000 ft. of the school), parking lots, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law, the school's rules/policies, or the district's student rules/policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules of school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password of other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating the law, the school's policies/rules or the district's policies/rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities. Parental contact prior to or after a search will be based on the urgency, intensity, and immediacy of the situation. A student's refusal to submit to a search would be deemed a violation of an administrative directive.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during the questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

SECURITY CAMERAS

In order to assist the school's administration in maintaining a safe and secure environment, security cameras have been placed in various locations in and around the building. These cameras may be viewed only by school administration and law enforcement personnel if appropriate.

SEXUAL HARASSMENT AND TEEN DATING VIOLENCE

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, 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. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance, socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Sexual Harassment Prohibited

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited Engaging in teen dating violence that takes place at school, on school property, at school sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Making a Complaint; Enforcement Students are encouraged to report claims or incidents of sexual harassment, teen dating violence 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. Nondiscrimination Coordinator: Celeste Lashmett, Principal, 243-3383 or clashmett2@jsd117.org OR school counselor.

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

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

SKYWARD FAMILY ACCESS

District 117 has implemented a web-based service that will allow JMS parents and authorized family members to view attendance records, schedules, grades, assignments, progress reports, and basic health information with a simple "point and click."

This service is located on the Jacksonville School District 117 home page [www.jsd117.org]. On the home page parents will find a link for Skyward Family Access. Each family has been assigned a unique user name and password. This will allow families to view information about their student(s) enrolled in District 117. There are also email links that allow communication directly with staff members. Families should contact the JMS records secretary if they are experiencing difficulty with this service.

STUDENT BEHAVIOR

Copies of all School District policies on student behavior are available online through the School District's website or in the school office. Prohibited Student Conduct; Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, juuls, vapes, vape pens, or vaping related products.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling or offering for sale:

a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).).

b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.

c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.

d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the lunch inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.Students who are under the influence of any prohibited substance are not permitted to attend school or school functions

and are treated as though they have the prohibited substance, as applicable, in their possession. Students suspected of being under the influence of illegal or dangerous substances,may be given a neurological examination by the school nurse.

4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.

5. Using or possessing an electronic paging device.

6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.

8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.

9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.

10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, or bullying using a school computer or a school computer network or other comparable conduct.

11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.

12. Engaging in teen dating violence.

13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.

14. Entering school property or a school facility without proper authorization.

15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

16. Being absent without a recognized excuse.

17. Being involved with any public school fraternity, sorority, or secret society.

18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.

19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.

20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

21. 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.

22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any 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. On the bus, or Bus stops

5. 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.

6. During periods of remote learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.

2. Disciplinary conference.

3. Withholding of privileges.

4. Temporary removal from the classroom.

5. Return of property or restitution for lost, stolen or damaged property.

6. In-school suspension (Alternative Educational Placement)

7. After-school detention or Saturday detention provided the student’s parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)

8. Community service.

9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.

10. Suspension of bus riding privileges.

11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on any school grounds or attending any district function.

12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on any school grounds.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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 or 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

Corporal Punishment

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

Weapons Prohibition

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

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites 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 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 above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

STUDENT PRIVACY PROTECTION

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Survey's Requesting Student Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

STUDENT RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

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

1. The right to inspect and copy the student's education records within 10 calendar days of the day the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

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

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

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

Throughout the school year, the District may release directory information regarding students, limited to:

Name; address; gender; grade level; birthdate and place; grade level; parent/guardian names, addresses, electronic mail addresses and phone numbers; academic records, degrees and honors; major field of study; period of attendance in school.

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

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

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

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

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC, 20202-4605

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

TALENTED AND GIFTED SERVICES

Gifted students' needs in all K-12 classrooms will be met through differentiated instructional models (e.g. tiered instruction, compacting, learning centers, learning contracts, etc.). Additionally, a range of opportunities will be offered including flexible grouping within the classroom. Cluster grouping and re-grouping for instruction may be provided to address the variety of strengths and learning challenges that our students possess.

TARDY POLICY

Students are allowed 5 tardies each leveling term (midterm/quarter) before disciplinary action will be taken. This could include; detentions, AEP, conference with parents, escort to class, pass restriction.

TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

TELEPHONE

Students may use the school office phones as determined by school personnel. Parents should use the main school number, 243-3383, to leave messages for their student. Students need to make prior arrangements to be picked up by parents after school and extracurricular events. Students will need a note from the teacher to make a phone call regarding staying after school

TEXTBOOKS

Basic texts are loaned to students for their use during the school year. Students may be assessed a fee for some workbooks and other supplies. Textbooks are to be kept clean and handled carefully. Please be sure your name is written on the book labels in case the books are misplaced. A fine will be assessed based on a set schedule for abuse, misuse, or loss of books. If a book is damaged or stolen, notify a teacher immediately.

TRUANCY

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are considered truants. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who skip class may also be considered truant. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including: Referral to the truancy officer, Reporting to officials under the Juvenile Court Act, Referral to the State's Attorney, or Appropriate school discipline. Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absence. A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior.

Parents who are negligent of their child's right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State's Attorney. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

VIDEO & AUDIO MONITORING SYSTEMS

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

It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

SEX OFFENDER NOTIFICATION LAW

Sex Offender Notification Law

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

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

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above – he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

VISITORS

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact the staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner of use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, and object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use of possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

WEBSITE

Up to date school information and many helpful resources for parents and students may be found at the JMS Website: jms.jsd117.org. or on Twitter @JMScrimsons Several linked resources require a username and password.

Reading Strategy Checklist

Before Reading:

- I think about the cover, title, and what I know about the topic.
- I skim, looking at and thinking about illustrations, photos, graphs, and charts.
- I read the headings and captions.
- I read the back cover and/or print on the inside of the jacket.
- I ask questions.
- I make predictions.
- I read the questions before I read the selection.

During Reading:

- I make mental pictures because I am more likely to remember details if I actively picture the text in my mind as I read.
- I identify confusing parts and reread them.
- I use pictures, graphs, and charts to understand confusing parts.
- I identify unfamiliar words and use context clues to figure out their meanings.
- I stop and retell to see what I remember. If necessary, I reread.
- I predict and adjust or confirm.
- I raise questions and read on to discover answers.
- I make connections from the text to my own life or to similar situations or experiences outside the text.
- I draw conclusions and make inferences about what I read.

After Reading:

- I think about the characters, settings, events, or new information.
- I think about how this information impacts my life and the life around me.
- I think about whether I agree or disagree with what I read, or whether or not I liked or didn't like what I read.
- I discuss or talk about what I read with others.
- I write about what I read, including my reactions.
- I reread parts I enjoy.
- I skim to find details.
- I reread to find support for questions.

75 Most Commonly Misspelled Words

accept
affect
a lot
already
all ready
all right
argument
because
beginning
believe
business
calendar
character
choose
chose
concentration
definitely
doesn't
earrings
effect
embarrass
environment
except
experience
February
government
guard
it's
its
knew
know
loose
lose
maybe
minute
neighbor
new
no
opinion
principal
principle
probably
quiet
quite
realize
reason
receive
remember
restaurant
separate
succeed
surprise
taken
their
themselves
there
therefore
they're
thorough
threw
through
throughout
to
too
two
until
usually
weather
Wednesday
whether
who's
whose
woman
your
you're

Grabbers

Hook your reader! Get your reader's attention and entice him to read on.

Hook	Example
Idiom (figure of speech)	Now you're in a pickle. No food, no water, no shelter. What do you do?
Anecdote	I was living in Arkansas the first time I met prejudice face to face.
Definition	Metamorphosis means transformation. I found out this can apply to people as well as animals.
Setting	In a small school, tucked up in a hollow in Kentucky, students are discovering the power of excellence.
Quotation	"Give me liberty or give me death," declared Patrick Henry.
Pun: a play on words	Spider-silk crosshairs are spinning out of existence.
A riddle	What do you call an eight-legged weaver?
Alliterative phrase (and/ or rhyming)	Stepping and stomping. Whirling and swirling. Native Americans turn dancing into an art.
Words in capitals, bold or italics	STOP! **Look!** *Listen*! The safety patrol wants you.
Exclamation	Whew! And you thought the desert was hot!
Noises & Onomatopoeia	Slurp, slurp. Glug, glug. On a hot day the best thing to quench your thirst is a tasty fruit drink from Hollow Snack Bar.
Sentence Fragments	A rose in full bloom. Your favorite perfume. A steak cooking over charcoal. Our sense of smell tells us plenty.
Make a list	Balloons, presents, a birthday cake, lit candles…I remember my 10th birthday party.
Hyperbole (Exaggeration)	I thought I'd lose my mind the day my wallet was stolen. There had to be a million people staring at me as I lay flat on my back in the middle of the ice rink.

Effective Endings

End with your feelings: ● At that moment, I knew I would always love Rome. ● Poodles and Collies are fine, but German Shepherds are my favorite!
Leave a reminder: ● Remember, it is important for each person to take part in recycling. ● Be careful when studying spiders. Not all of them are friendly.
End with a question: ● Wouldn't you like to have a spider for a friend? ● Native Americans understood the importance of caring for the earth. Do you?
Make a prediction: ● After hearing the facts, surely you will want to start recycling today. ● The next time someone asks you why they can't fly like a bluebird, you will know the answer.
Return to the beginning: ● Beginning: Owls are amazing creatures! ● Ending: Perhaps, now, you can clearly see that owls truly are amazing creatures.
End with a portion of another piece of literature: ● Grandpa spoke wisely when he observed, "If a fellow didn't dream and have hope, life would sure be miserable." ● "In spite of everything," said Anne Frank, "I still believe that people are really good at heart."

Begin the last paragraph of persuasive writing with a strong lead in such as:

- Without a doubt…
- After reviewing the evidence presented…
- As one can see…
- Who among us would/would not support…

Finish by telling your readers what you want them to do!

Passionate Words

absolutely	unmistakably	wholeheartedly
at no time	without a doubt	always
at all times	disgraceful	never or ever
preposterous	vehemently	absurd
overwhelmingly	impossible	clearly
irresponsible	certainly	no matter
definitely	evidently	strongly
totally	completely	undoubtedly
under no circumstances	obviously	unquestionably

Persuasive Writing Checklist

Focus

- I use my introduction to set the purpose of my composition.
- I clearly state my position on the topic.
- I stay on the issue throughout the composition.
- I write a closing that effectively summarizes my position.

Support

- I use specific examples and details to explain each of the points that I use to explain my position.
- I balance my use of detail and description throughout my composition.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words and phrases.
- I use words correctly and purposefully.

Organization

- My composition is arranged logically and makes sense.
- I use paragraphing to help organize my points.
- I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting for the reader.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Narrative Writing Checklist

Focus

- I use my introduction to set the purpose of my composition.
- I have an interesting start to my story that catches the reader's attention.
- My composition is about the subject or topic.
- I write a closing that effectively unifies my writing.

Elaboration

- I use specific examples and details to describe the event or experience and my reactions and/or the reactions of others.
- I balance my use of description throughout my composition.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words and phrases to make my composition more interesting for the reader.
- I use words correctly and purposefully.

Organization

- My composition moves logically through time and has a beginning, a middle, and an ending.
- I use paragraphing to help organize my story.
- I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Narrative Beginnings (After the Grabber!)

There I was…	Did I ever tell you about…
As I…	I have never felt so…
It was a…	If only I had known…
My heart was…	It all began…
I remember…	I was already…

Narrative Reflections

Looking back…	Now I know why I was…
As I think back to that day…	Now that I think about it…
I have learned…	I'll never be the same because…
I look forward to…	After this experience…
In the future, I…	If only I…
As I look back…	After all…
I now realize…	I'll always remember

Basic Short Narrative Guidelines

- Keep to the story you are telling. Do not stray or go off on a tangent.
- Make sure the events in your story happen in chronological order. Do not skip around in your telling of the story or jump from one event to another or suddenly change scenes. Use strong transitions throughout.
- Use great vocabulary. You want to show that you have a good command of words that are above and beyond those the average student your age knows.
- Use dialogue or other creative writing strategies somewhere in your story.
- Use similes and strong verbs to enhance descriptions.
- Make sure you include enough detail to make your story interesting to the reader, keeping the reader hooked.
- Write with a clear point of view and let your voice come through!

Transitions – Signal Words

Introducing opposite points of view

conversely
on the contrary
regardless
though
nonetheless
nevertheless
still
however
yet
even though
in spite of
although you argue
I question
It may be that you
in contrast
just the same
although
despite
notwithstanding
on the other hand
otherwise

Moving to a conclusion (summary)

accordingly
as a result
clearly
in short
in any event
to be sure
unquestionably
simply put
consequently
finally
for that reason
hence
in other words
as I have noted
without a doubt
undoubtedly
therefore
thus
for these reasons
obviously
in simpler terms
altogether
in any case
to put it differently

Adding supporting opinions

finally
similarly
in the first place
especially
frequently
in general
occasionally
furthermore
in addition
also
last
equally important
again
in particular
likewise
besides
next
moreover
further
usually
specifically

Adding several ideas

also
besides
further
to begin with
again
still
furthermore
in addition
in like manner
in the same way
likewise
in the first place
moreover
next
similarly
another
equally important
along with

Conceding a point (concession)

admittedly
certainly
doubtless
granted
no doubt
of course
to be sure
naturally
undoubtedly
unquestionably
I admit that
it may appear that

Adding an example or an illustration

as an illustration
as a case in point
after all
even
namely
for example
for instance
in fact
of course
such as
thus
certainly
specifically
to illustrate
in other words
in short
actually
the following example

Introductory Phrases

In my opinion
It is my belief
I believe
There is no doubt
From my point of view
It seems to me that
I question whether
I (dis)agree with
I maintain that

Showing special relationships

above
adjacent to
below
near
nearby
in the middle
underneath
in front
beyond
closer to
elsewhere
opposite
there
behind
next to
nearest
far
farther on
here
to the left
to the right

lowest
outside
throughout

Signaling cause and effect

as
a result
consequently
for this purpose
hence
since
if…then
caused by
this results in
was responsible for
as a consequence
therefore
thus
so
due to
for this reason
leads to
in effect
give rise to
owing to
thanks to
accordingly
because
to this end
then
brought about
made possible
as might be expected
ultimately
so it follows that

Qualifying a point

especially
frequently
in general
apparently
of course
in particular
occasionally
specifically
certainly
on a limited basis
usually
in fact
evidently
undoubtedly
in extreme cases

Showing degree

mainly
most significant
most important
best
equally important
even a small _____

Showing a contrast

conversely
however
instead
nevertheless
on the other hand
otherwise
regardless
so it follows that
although
at the same time
despite that
even so
even though
unlike
rather than
as opposed to
accordingly
because
to this end
then
brought about
made possible
as might be expected
ultimately

Making a comparison

again
also
compared to
in like manner
in a similar manner
although
even though
as compared to
primarily
in the same way
likewise
as well as
nevertheless
in spite of
equally
as
than
like
once more
similarly
have in common
all are
the same as
conversely
whether or not
by comparison
in addition

Indicating time (chronological order)

afterward
eventually
in that time
later
after a bit
after a while
as long as
as soon as
at last
at length
after
before
formerly
still
always
during
meanwhile
presently
shortly
soon
earlier
immediately
in the past
lately
while
earlier
by that time
in the meantime
simultaneously
at that time
until now
next week
subsequently
thereafter
since
so far
then
until
yet
finally
when
next
previously
concurrently
tomorrow
now
afterwards
eventual

Works Cited – or – Works Consulted

Cite your sources using *MLA* format. Follow the examples below. Be sure to mimic proper punctuation. If some of the information can't be found, leave that blank.

Books

Last name of author, first. *Title*. City of publication: Publisher, copyright date. Medium of Publication.

Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.

Encyclopedia

Last name of author, first. "Article title." *Title of encyclopedia*. Edition. Date published. Medium of Publication.

Roberts, Julie. "Sodium Chloride." *Columbia Encyclopedia*. 6th edition. 2011. Web.

Internet Article

Author(s). "Article Title." *Name of website*. Date of posting/revision. Name of institution/organization affiliated with site. Medium of Publication. Date of access.

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web.15 Nov. 2000.

Internet Site

Author. "Page title." *Site title*. Date posted. Name of sponsor. Medium of Publication. Date found.

Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.

Purdue Online Writing Lab. 2009. Purdue University. Web.10 Feb. 2010.

Interview, Letter or Email

Last name of writer, first name. "Subject line." Type of message. Medium of Publication. Date addressed.

Roberts, Kim. "Latest book." Email to author. Web. 4 May 2004.

Magazines

Last name of author, first. "Article title." *Title of magazine* Date: page numbers of article. Medium of Publication.

White, Susan. "The Salt Mine." *Geology Today* Sept/Oct 2009: 182-185. Print.

"The Salt Mine." *National Geographic* Nov. 2010: 161-167. Print.

Newspapers

Last name of author, first. "Article title." *Title of newspaper* Date edition: section letter and page numbers of article.Medium of Publication.

Tanner, Nancy. "Salt Mine Museum Could Spark Tourist Trade." *Wichita Eagle* 8 May 2010 late ed.: A9. Print.

Sample Works Cited or Works Consulted

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web.15 Nov. 2000.

Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.

Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.

Purdue Online Writing Lab. 2009. Purdue University. Web.10 Feb. 2010.

Roberts, Julie. "Sodium Chloride." *Columbia Encyclopedia*. 6th edition. 2011. Web.

Roberts, Kim. "Latest book." Email to author. Web. 4 May 2004.

"The Salt Mine." *National Geographic* Nov. 2010: 161-167. Print.

Tanner, Nancy. "Salt Mine Museum Could Spark Tourist Trade." *Wichita Eagle* 8 May 2010 late ed.: A9. Print.

White, Susan. "The Salt Mine." *Geology Today* Sept/Oct 2009: 182-185. Print.

Special Notes

- All entries are in alphabetical order according to the first word.
- If no author is listed, start the entry with the first available item. (See magazine example)
- If two authors share the same last name, order them by the first word that is different.
- All dates are listed as day month year (9 Aug 2001).

CITING SOURCES IN YOUR REPORT

1. The most common type of citation lists the author's last name and the page number in parentheses.

   - He and his two brothers each led one of these regiments whenever his army went to war (Kelly 49).

2. If you have already named the author in your report, just include the page number in parentheses.

   - Author Joe Baker explains … Sometimes she would attack and then retreat to lead the enemy into a trap (77).

3. Some sources do not list an author. In those cases, use the title and page number. (If the title is long, use only the first word. If more than one article title begins the same way, use the first two words.)

   - The Rocky Mountains made it difficult for the people as they were exploring the Wild West ("History" 95).

4. Some sources (especially Internet sites) do not use page numbers. In those cases, list only the author.

   - In 1492, Christopher Columbus left port in search of undiscovered islands (Anderson).

5. If a source does not list the author or page number, use the title.

   - People remember him as the King of Pop ("Michael").

6. On-line help for citing sources: https://owl.english.purdue.edu/owl/resource/747/01

Reading Response Reading Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.

Score	Criteria
4	● Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. ● Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast. ● Reader uses relevant and accurate references; most are specific and fully supported. ● Reader integrates interpretation of the text with text-based support (balanced).
3	● Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. ● Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast. ● Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. ● Reader partially integrates interpretation of the text with text-based support.
2	● Reader demonstrates an accurate but limited understanding of the text. ● Reader uses information from the text to make simplistic interpretations or by making only limited connections to other situations or contexts. ● Reader uses irrelevant or limited references. ● Reader generalizes without illustrating key ideas; may have gaps.
1	● Reader demonstrates little or no understanding of the text; may be too brief. ● Reader makes little or no interpretation of the text. ● Reader uses no references or the references are inaccurate. ● Reader's response is insufficient to show that criteria are met.
0	● Reader's response is absent or does not address the task. ● Reader's response is insufficient to show that criteria are met.

Reading Response Science Rubric

Exceeds—must receive no more than one 3 and the rest 4's in the other areas of the rubric

Meets—may receive no more than one 2 and a combination of 3's and 4's in the other areas of the rubric

Approaches—may receive no more than one 1 and a combination of 2's, 3's or 4's in the other areas of the rubric

Begins—must receive at least a 1 in all areas of the rubric

Score	Knowledge **(Knows and understands scientific terms, facts, concepts, principles, theories and methods)**	Strategic Knowledge **(How do you plan?)** **Application** **(Applies scientific knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate)**	Communication **(Communicates scientific knowledge and applications through writing, speech and visual displays)**
4	Descriptions of scientific terms, facts, concepts, principles, theories and methods are complete and correct.	Applications are thorough, appropriate and accurate.	Written, oral and/or visual communication is well-organized and effective.
3	Descriptions of scientific terms, facts, concepts, principles, theories and methods are mostly complete and correct.	Applications are mostly thorough, appropriate and accurate.	Most of the written, oral and/or visual communication is well-organized and effective.
2	Descriptions of scientific terms, facts, concepts, principles, theories and methods are somewhat complete and correct.	Applications are somewhat thorough, appropriate and accurate.	Some of the written, oral and/or visual communication is well-organized and effective.
1	Descriptions of scientific terms, facts, concepts, principles, theories and methods are minimally complete and correct.	Applications are minimally thorough, appropriate and accurate.	Little of the written, oral and/or visual communication is well-organized and effective.
0	All descriptions of scientific terms, facts, concepts, principles, theories and methods are missing and/or incorrect.	All applications are missing and/or incorrect.	All of the written, oral and/or visual communication is missing and/or lacks organization.

Reading Response Math Rubric

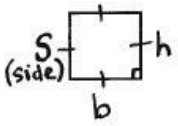
Score	Mathematical Knowledge (Do you know it?)	Strategic Knowledge (How do you plan?)	Explanation (Can you explain it?)
4	• I get the right answer, and I label it correctly • I use math terms correctly to show I understand how math works • I compute with no errors	• I find all the important parts of the problem, and I know how they go together • I show all the steps I use to solve the problem • I explain any work I do in my head or with a calculator • I completely show pictures, diagrams, models or computations if I use them in my plan	• I write what I did and why I did it • If I use a drawing, I can explain all of it in writing
3	• I use most math terms correctly • I make minor errors in computation	• I find most of the important parts of the problem • I show a reasonable plan and most of the steps I use to solve the problem	• I write mostly about what I did • I write little about why I did it • If I use a drawing, I can explain most of it in writing
2	• I know how to do marts of the problem, but I make major errors in computation and get a wrong answer • I give a wrong answer or only part of the answer	• I find some of the important parts of the problem • I show some of the steps, but my plan is not clear	• I write some about what I did or why I did it, but not both • If I use a drawing, I can explain some of it in writing
1	• I try to do the problem, but I don't understand it	• I find almost no important part of the problem • I show a plan that is not reasonable • I show almost none of the steps I use to solve the problem • I may include unnecessary information	• I write or draw something that doesn't go with my answer • I write an answer that is not clear
0	• I don't try to answer the problem	• I don't show a plan	• I don't explain anything in writing

X	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	0	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	0	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	0	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	0	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	0	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	0	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	0	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	0	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	0	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	0	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	0	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	0	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	0	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	0	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	0	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	0	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	0	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	0	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	0	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	0	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	0	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

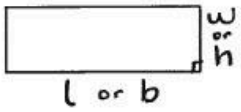
Math Assessment Reference Sheet

AREA (A): the space inside a 2-D (dimensional) shape. The formulas vary.
*Base and height always form a right angle!!

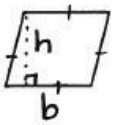
Square: $A = s^2$ OR $A = b \cdot h$



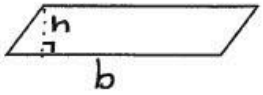
Rectangle: $A = l \cdot w$ OR $A = b \cdot h$



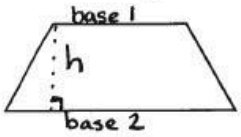
Rhombus: $A = b \cdot h$



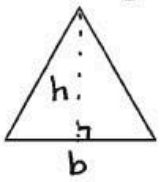
Parallelogram: $A = b \cdot h$



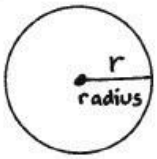
Trapezoid: $A = \frac{(b_1 + b_2)}{2} \cdot h$



Triangle: $A = \frac{b \cdot h}{2}$



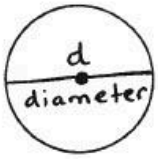
Circle: $A = \pi r^2$



$* \pi \approx 3.14$

PERIMETER (P): the distance around a polygon. Add the length of all the outside sides around the shape.

CIRCUMFERENCE (C): the distance around a circle. Formula: $C = \pi d$

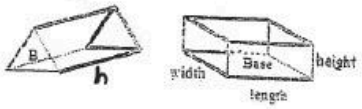


SURFACE AREA (SA): of a 3-D shape is the area of all of the surfaces added together.

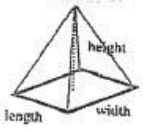
Unit Labels	
Perimeter/Circumference: units (u)	Ex. ft
Area: square units (u^2)	Ex. ft^2
Volume: cubic units (u^3)	Ex. ft^3

VOLUME (V): the space inside a 3-D figure. The formulas vary.

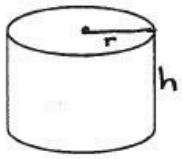
General Prisms: $V = B \cdot h$ **Where "B" is the area of the base polygon



Rectangular or Square Pyramid: $V = \frac{B \cdot h}{3}$ (or $V = \frac{l \cdot w \cdot h}{3}$)



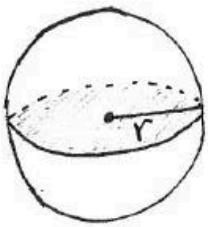
Cylinder: $V = \pi r^2 h$



Cone: $V = \frac{\pi r^2 h}{3}$



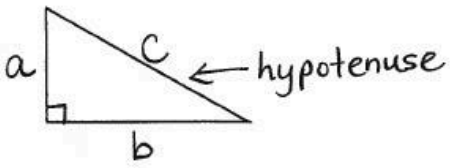
Sphere: $V = \frac{4\pi r^3}{3}$



$* \pi \approx 3.14$

Pythagorean Theorem: use this formula to find an unknown side length on a right triangle.

$a^2 + b^2 = c^2$



Metric Conversions:

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5,280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1,760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2,000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters


Olympia
Washington
Salem
Oregon
Montana
Helena
Boise
Idaho
North Dakota
Bismarck
South Dakota
Pierre
Wyoming
Cheyenne
Nebraska
Lincoln
Minnesota
St. Paul
Iowa
Des Moines
Wisconsin
Madison
Michigan
Lansing
Illinois
Springfield
Indiana
Indianapolis
Ohio
Columbus
Carson City
Sacramento
Nevada
California
Salt Lake City
Utah
Denver
Colorado
Topeka
Kansas
Jefferson City
Missouri
Arizona
Phoenix
Sante Fe
New Mexico
Oklahoma
Oklahoma City
Texas
Austin
Arkansas
Little Rock
Louisiana
Baton Rouge
Jackson
Mississippi
Kentucky
Frankfort
Nashville
Tennessee
Alabama
Montgomery
Georgia
Atlanta
Florida
Tallahassee
South Carolina
Columbia
North Carolina
Raleigh
Virginia
Richmond
West Virginia
Charleston
Pennsylvania
Harrisburg
New York
Albany
Hartford
Montpelier, Vermont
Maine
Augusta
Concord, New Hampshire
Massachusetts
Boston
Providence, Rhode Island
Connecticut
Trenton, New Jersey
Dover, Delaware
Annapolis, Maryland
Alaska
Jureau
Honolulu
Hawaii

After Each Diagnostic

Data Chat Worksheet

Name: _____

Observe

I am reflecting on my data for:

- ☐ Mathematics
- ☐ Reading

1A Color in and/or record your scale scores on the Diagnostic.

1B *After the first Diagnostic:* Draw in and/or record your Typical and Stretch Growth measures.

1C *After the second and last Diagnostics:* Record your Progress to Annual Typical Growth and Annual Stretch Growth.

	Previous Year	Current Year		
Diagnostic Date:	Last	1st	2nd	Last
Scale Scores:				

Typical Growth: _____ _____ Progress to Annual Typical Growth: _____

Stretch Growth: _____ _____ Progress to Annual Stretch Growth: _____

Reflect

2 One achievement I am proud of is . . .

3 I have made progress in _____ by . . .

Example Achievements:

- I learned how to multiply decimals.
- I learned how to decode unfamiliar words.
- I improved the most in algebra.
- I made progress in vocabulary by practicing at home.

Set Goals

4 Thinking ahead, my goals are . . .

Example Goals:

- Continue improving on my comprehension of informational texts
- Improve my interpretation of multistep word problems

Take Action

5 I will achieve my goals by . . .

Example Next Steps:

- Read nonfiction books for independent reading
- Practice my math facts
- Read word problems carefully and show work for every step, including when I'm taking the Diagnostic

*Students MUST have Hall Pass filled out, agenda, and ID (on level) with them anytime they are out of class!

HALL PASS

NAME _____ GRADE___ QT___

Date	Time Out	Time In	Destination	Teacher

Date	Time Out	Time In	Destination	Teacher

Codes for Destination

CL=Classroom
C=Counselor
N=Nurse
L=Locker
O=Office
RR=Restroom

MC=Media Center

B=Book P=Print L=Links
AR=Accelerated Reader R=Read
T=Type W=Work at Table

Crimson PRIDE

***P**roductive **R**espectful **I**ndividuals **D**edicated to **E**ducation*

	Be Respectful	**Be Responsible**	**Be Safe**
Hall	-Make only positive comments to others -Talk quietly	-Keep the hallway and stairs clean -Use time wisely	-Hands and feet to self -Keep moving -Walk on the right side -Touch each stair
Restroom	-Make only positive comments to others	-Flush the toilet -Throw paper towels in the wastebasket -Turn the water off -Leave the restroom clean	-Keep hands and feet to yourself -Take care of your business in a timely fashion and return to class -Leave when finished
Cafeteria	-Use peaceful and appropriate language at all times -Speak in a low volume -Speak to people at own table -Remain in line	-Clean up after yourself -Keep to yourself -Place trash in the trash can -Get everything the first time -Use time wisely	-Keep hands and feet to yourself -Touch only your own food -Use food appropriately
Classroom	-Be quiet while the teacher is talking -Listen to peers share their answers and opinions -Ask permission to use materials or for privileges -Ask questions/get help -Believe in yourself	-Use materials appropriately -Have necessary materials for class -Make it to class on time -Use time wisely and hand homework in on time -Set goals and reflect on success -Be honest/fair	-Use materials appropriately
Events/ Assemblies	-Show good sportsmanship -Support and respect the efforts of all participants -Listen to peers being recognized -Respect opponents and officials -After school, eat in designated area	-Clean up your area -Give 100% effort -Be prepared to be called	-Move during designated times -Be seated quickly -Use stairs on bleachers
Bus	-Keep to your own space -Use appropriate language	-Maintain condition of the bus -Be on time	-Follow rules of the driver -Sit appropriately in your seat and remain seated -Move quickly to bus after school
Locker Room/ Gym	-Keep to self -Use only your belongings -Keep negative comments to self -Respect personal space and individual differences -Demonstrate good sportsmanship	-Open only your own locker -Place all items in locker -Practice good personal hygiene	-Dress quickly -Lock lockers -Use equipment properly -Gum and candy prohibited
Media Center	-Use quiet voices -Wait your turn -Respect others' space	-Have purpose/agenda ready -Be productive -Ask for help when needed -Return books on time -Return books in good condition	-Keep hands, feet, and objects to yourself -Use paint sticks correctly -Push in chairs
School/ Community	-Use appropriate language -Speak in a low volume -Respect property -Convey a positive attitude & be accepting of differences -Be polite -Use self-talk -Make choices best for YOU	-Accept consequences for choices made -Follow school dress code -Clean up after yourself -Follow the law-think first -Support your school and community	-Allow personal space -Have school ID at all times -Resist risk-taking behaviors

Crimson PRIDE

Productive, Respectful Individuals Dedicated to Education

RED	BLUE	GREEN	ORANGE	NO LEVEL
Criteria	**Criteria**	**Criteria**	**Criteria**	**Criteria**
0 D's 0 F's 0-3 missing assignments 0 Office Discipline Referrals (ODR) 0 Suspensions (AEP or OSS)	0 D's 0 F's 4-6 missing assignments 0 Office Discipline Referrals (ODR) 0 Suspensions (AEP or OSS)	1-2 D's 0 F's 7-9 missing assignments 1 Office Discipline Referral (ODR) 0 Suspensions (AEP or OSS)	3 or more D's 1 or more F's 10 or more missing assignments 2 Office Discipline Referrals (ODR) 1 AEP 0 OSS	3 or more Office Discipline Referrals (ODR) 2 or more AEPs 1 or more OSS

RED	BLUE	GREEN	ORANGE	NO LEVEL
Privileges	**Privileges**	**Privileges**	**Privileges**	**Privileges**
Eat lunch outside Pass privileges FREE admission to JMS sporting events/activities Periodic Celebrations School-wide Celebrations All Red All Year Celebration	Eat lunch outside Pass privileges Attend sporting events/activities Periodic Celebrations School-wide Celebrations	Pass privileges Attend sporting events/activities Periodic Celebrations School-wide Celebrations	Pass privileges School-wide Celebrations	Hall pass with escort only School-wide Celebrations

Students of JMS, show us your CRIMSON PRIDE!

U. Consideration of the Board of Education to approve the changes to the following policies 784

-
    - *New Policy* 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (New)
    - 2:40 Board Member Qualifications
    - 2:260 Uniform Grievance Procedure
    - 4:190 Targeted School Violence
    - 5:10 Equal Employment Opportunity and Minority Recruitment
    - 5:20 Workplace Harassment Prohibited
    - 5:100 Staff Development Program
    - 7:10 Equal Educational Opportunities
    - 7:10-E Equal Educational Opportunities (Exhibit)
    - 7:20 Harassment of Students Prohibited
    - 7:180 Prevention of and response to Bullying, Intimidation, and Harassment.

CONSENT AGENDA ITEM June 26, 2024

TO: Board of Education
FROM: Noel Beard
SUBJECT: Consideration of the Board of Education to approve changes to the Board Policies.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

Consideration of the Board of Education to approve changes to the following Board Policies:

New Policy

- 2:270 Discrimination and Harassment on the Basis on Race, Color, and National Origin Prohibited (New)

Current Policies

- 2:40 Board Member Qualifications
- 2:260 Uniform Grievance Procedure
- 4:190 Targeted School Violence
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:100 Staff Development Program
- 7:10 Equal Educational Opportunities
- 7:10-E Equal Educational Opportunities Exhibit
- 7:20 Harassment of Students Prohibited
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

MOVED BY: _____ Seconded: _____

YEA:		**NAY:**	**YEA:**		**NAY:**
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information: Policies are attached.

Document Status: Draft Update

BOARD OF EDUCATION

2:40 Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, ~~and~~ certain types of State or federal employment, and conviction of an infamous crime.[PRESSPlus1] A child sex offender, as defined in State law, is ineligible for Board of Education membership.

LEGAL REF.:

Ill. Constitution, Art. II, §1; Art. IV, §2(e); Art. VI, §13(b).

105 ILCS 5/10-3 and 5/10-10.

CROSS REF.:2:30 (~~Board of Education~~School District Elections), 2:70 (Vacancies on the Board of Education - Filling Vacancies)

Adopted: May 15, 2019

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. Individuals who have been or are convicted of an infamous crime are ineligible for board membership. 105 ILCS 5/10-11. Examples of an infamous crime include, not are not limited to, any felony, bribery, and perjury. Consult with the board attorney regarding other possible infamous crimes. **Issue 114, March 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, *Title IX ~~Sexual Harassment~~*[PRESSPlus1] *Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)[PRESSPlus2]
5. ~~Equal Employment Opportunities Act (~~Title VII of the Civil Rights Act of 1964~~)~~, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the

complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forgo any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this 787
policy about the status of the investigation. Within 30 school business days after the date the

complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, ~~one of~~ each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination

Coordinator and Complaint Managers on an annual basis.

Title IX Coordinators:

Tami Stice, Director of Human Resources

211 West State St., Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Matt Moore, Assistant Superintendent

211 West State St., Jacksonville, IL 62650

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LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e et seq., ~~Equal Employment Opportunities Act (~~Title VII of the Civil Rights Act of 1964~~)~~.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 et seq., Americans With Disabilities Act.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69 5/10-20.75 ~~(final citation pending)~~, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 70/, Employee Credit Privacy Act~~, 70/10(b), and 70/25~~.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: June 15, 2022

PRESSPlus Comments

PRESSPlus 1. Updated to incorporate the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and*

Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin, available at PRESS Online by logging in at www.iasb.com, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin. **Issue 114, March 2024**

Document Status: Draft Update - New

2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

New/Unpublished Section



Discrimination and harassment on the basis of race, color, or national origin[PRESSPlus1] negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct[PRESSPlus2]

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process[PRESSPlus3]

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

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

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights.[PRESSPlus4] To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:[PRESSPlus5]

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website.[PRESSPlus6] The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site,[PRESSPlus7] and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website[PRESSPlus8] and including an age-appropriate summary of the policy in the student handbook(s).[PRESSPlus9]

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or 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 remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

LEGAL REF.:

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

105 ILCS 5/22-95 (final citation pending).

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

PRESSPlus Comments

PRESSPlus 1. This policy is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, the Racism-Free Schools Law (RFSL). The law requires school districts to have a written policy (or policies) in place by 8-1-24 that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation. Like other non-discrimination and harassment policies in the PRM, this new policy utilizes the existing complaint process in sample policy 2:260, *Uniform Grievance Procedure*.

The policy must contain the following: (1) descriptions of various forms of discrimination and harassment based on race, color, and national origin, including examples; (2) the district's internal process for filing a complaint regarding a violation of the policy; (3) an overview of the district's prevention and response program that includes procedures for responding to complaints of discrimination and harassment based on race, color, and national origin and retaliation; (4) potential remedies for a violation of the policy; (5) a prohibition on retaliation for making a complaint or participating in the complaint process; (6) the legal recourse available to the Ill. Dept. of Human Rights (IDHR) and federal agencies if a district fails to take corrective action; and (7) directions on how to contact IDHR.

For more information, see the PRESS Issue 114 Update Memo and the footnotes of sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. Required by 105 ILCS 5/22-95(b)(1)(A) (final citation pending), added by P.A. 103-472, eff. 8-1-24. The examples of discrimination and harassment under this subhead are based on definitions provided by the U.S. Dept. of Education's Office for Civil Rights, see

www2.ed.gov/about/offices/list/ocr/frontpage/faq/race-origin.html#racehar1 and www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-shared-ancestry-202301.pdf, and the U.S. Equal Opportunity Employment Commission, see www.eeoc.gov/racecolor-discrimination. **Issue 114, March 2024**

PRESSPlus 3. Required by 105 ILCS 5/22-95(b)(1)(B) (final citation pending), added by P.A. 103-472, eff. 8-1-24. **Issue 114, March 2024**

PRESSPlus 4. Required by 105 ILCS 5/22-95(b)(1)(F). **Issue 114, March 2024**

PRESSPlus 5. Items 1-6 must be addressed in a district's procedures for responding to complaints of discrimination and harassment based on race, color, and national origin. See sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 6. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to post this policy in their website if one exists. If the district does not maintain a website, strike this sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 7. 105 ILCS 5/22-95(b)(2) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires this policy to be "posted in a prominent and accessible location and distributed in such a manner as to ensure notice of the policy to all employees." A district website or staff intranet site qualifies as a prominent and accessible location. If a district does not maintain a website and/or staff intranet, delete ~~District website~~ and/or ~~staff intranet site~~ from this sentence, as applicable, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 8. If the district does not maintain a website, delete ~~posting it on the District's website and~~ from the sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 9. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to publish the policy in student handbook(s). The law also requires a district to annually distribute a "summary of the policy in accessible, age-appropriate language" to students and parents/guardians. The summary may, but does not have to be, included in a student handbook to satisfy the annual distribution requirement. For ease of administration, this sample policy refers to inclusion in the student handbook(s). Districts may find it cumbersome to include both the policy and an age-appropriate summary of the same policy in a handbook. Consult the board attorney for guidance if the district would like to include a hyperlink to the policy, rather than the full text of the policy in the handbook. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh. **Issue 114, March 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:190 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.[PRESSPlus1]
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.[PRESSPlus2]
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.

105 ILCS 128/, School Safety Drill Act.

745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.

29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected

Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: September 15, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf.

In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. Sample administrative procedures and exhibits can be accessed at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager ~~for the~~under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.PRESSPlus1 These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager ~~for the~~under Board policy 2:260, *Uniform Grievance Procedure*.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Title IX Coordinators:

Tami Stice, Director of Human Resources

Matt Moore, Assistant Superintendent 798

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The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §701 et seq., Rehabilitation Act of 1973.

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 et seq., Civil Rights Act of 1991.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.

~~42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.~~

42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.

Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria, 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: June 15, 2022

PRESSPlus Comments 800

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure;* 2:265, *Title IX* ~~Sexual Harassment~~ *Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited;* PRESSPlus1 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal , or physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure.* If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Title IX Coordinators:

Tami Stice, Director of Human Resources

211 West State St., Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Matt Moore, Assistant Superintendent

211 West State St., Jacksonville, IL 62650

mmoore@jsd117.org

217-243-9411

Nondiscrimination Coordinator:

Tami Stice, Director of Human Resources

211 West State St., Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Complaint Managers:

Tami Stice, Director of Human Resources

211 West State Street, Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Matt Moore, Assistant Superintendent

211 West State Street, Jacksonville, IL 62650

mmoore@jsd117.org

217-243-9411

Investigation Process

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

and including discharge.

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*

For any other alleged workplace harassment that does not require action under Board policies~~y~~ 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest;* should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies~~y~~ 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Vance v. Ball State Univ., 570 U.S. 421 (2013).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).

Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).

Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

Harris v. Forklift Systems, 510 U.S. 17 (1993).

Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Adopted: March 15, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy is also updated to incorporate the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

Document Status: Draft Update - Rewritten

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program.[PRESSPlus1] The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*),[PRESSPlus2] and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:[PRESSPlus3]

1. Health conditions of students, including but not limited to training on:
    a. Chronic health conditions of students;
    b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
    c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;[PRESSPlus4]
    d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
    g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.[PRESSPlus5]

2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:[PRESSPlus6]

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain

documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
    a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
    b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
    c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
    d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.PRESSPlus7
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.PRESSPlus8

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.Q1

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 809

235.

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Questions and Answers:

***Required Question 1. For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

> "An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator."

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS

49/12).

Would the board like to add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800?

- ◉ No. (Default)
- ○ Yes. (IASB will add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800.)

PRESSPlus Comments

PRESSPlus 1. This policy is rewritten due to Public Act 103-542, which significantly streamlines school in-service training requirements into eight categories. Though P.A. 103-542 was to be effective on 1-1-24, most of its changes become operative on 7-1-24. As a result, legislative action during Veto Session amended the effective date of P.A. 103-542 to 7-1-24. For more information, see the footnotes of sample policy 5:100, *Staff Development Program*, available at PRESS Online by logging in at www.iasb.com.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 114, March 2024**

PRESSPlus 2. Sexual misconduct under Faith's Law is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676. **Issue 114, March 2024**

PRESSPlus 3. This list of in-service trainings is required by State law but only numbers 4, 5(d), and 7 are required to be specified in board policy. **Issue 114, March 2024**

PRESSPlus 4. Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

Issue 114, March 2024

PRESSPlus 5. From 6-30-23 through 7-1-24, 105 ILCS 5/10-22.39(g), added by P.A. 103-128, requires that at least once every two years, all District personnel be trained on methods to respond to trauma, including instruction on how to respond to an incident involving life-threatening bleeding and, if applicable, how to use a school's trauma kit. See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and trauma as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma*

bleeding control kit instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542, eff. 7-1-24. **Issue 114, March 2024**

PRESSPlus 6. Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. **Issue 114, March 2024**

PRESSPlus 7. Updated in response to 775 ILCS 5/5A-103(c), added by P.A. 103-472, eff. 8-1-24. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 8. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board ~~of Education~~ policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.[PRESSPlus1]

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, and 5/27-1.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: March 16, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

Equal Educational Opportunities

7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Board Ppolicy 7:10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply:

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment.PRESSPlus1
3. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
6. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
7. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
8. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
10. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
11. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
12. 7:340, *Student Records*, contains the comprehensive structure for managing school student 815 records, keeping them confidential, and providing access as allowed or required.

~~DATED: June 21, 2017~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status;PRESSPlus1 association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265,PRESSPlus2 *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure.* The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Title IX Coordinators:

Tami Stice, Director of Human Resources

Matt Moore, Assistant Superintendent

211 West State St., Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

211 West State St., Jacksonville, IL 62650

mmoore@jsd117.org

217-243-9411

Nondiscrimination Coordinator:

Tami Stice, Director of Human Resources

211 West State St., Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Complaint Managers:

Tami Stice, Director of Human Resources

211 West State Street, Jacksonville, IL 62650

tstice@jsd117.org

217-243-9411

Matt Moore, Assistant Superintendent

211 West State Street, Jacksonville, IL 626

mmoore@jsd117.org

217-243-9411

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

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

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure,* should be initiated.

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For any report or complaint alleging harassment on the basis of race, color, or national origin, the

Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.* PRESSPlus3

For any other alleged student harassment that does not require action under Board policies~~y~~ 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

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

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, ~~and~~ 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

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

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: June 15, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure,* in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, PRESSPlus1 pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, 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 nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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

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

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

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

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

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

Bullying Prevention and Response Plan

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

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted;

however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Title IX Coordinators:

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Complaint Managers:

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mmoore@jsd117.org

217-243-9411

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~~all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. ~~and discuss, a~~As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.PRESSPlus2
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

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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**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

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

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

1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;

2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or

3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

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

12. The 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. 2:265, *Title IX* ~~Sexual Harassment~~ *Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.PRESSPlus3
    c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.PRESSPlus4
    d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
    e. 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.
    f. 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.
    g. 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).
    h. 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.
    i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
    j. 7:310, *Restrictions on Publications; Elementary Schools,* and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide 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.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 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 Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Adopted: March 29, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. The bases are also re-ordered to align with the order they are listed within the Ill. State Board of Education (ISBE) Model Bullying Prevention Policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf).

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE must adopt rules for data submission that include but are not limited to: (1) a record of each verified allegation of bullying and action taken; and (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, requiring notification within 24 hours to the parents/guardians of students involved in bullying incidents. **Issue 114, March 2024**

PRESSPlus 3. Updated to incorporate the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 4. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and

harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

XI. CLOSED SESSION - For the purposes of: 830

JSD117

THE BOARD IS IN CLOSED SESSION

THANK YOU FOR YOUR PATIENCE

A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the Public body, specific independent contractors, or specific volunteers of the public body or legal counsel for the Public body, including hearing testimony on a complaint lodged against an employee of the Public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).

B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

C. Student disciplinary cases. 5 ILCS 120/2(c)(9).

D. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c) (11).

XII. RETURN TO OPEN SESSION

XIII. ACTION ITEMS

A. Consideration of Personnel Recommendations 832

- Resignations
- Retirement
- Employment - Licensed
- Employment - Classified
- Leaves of Absence
- Stipends
- Terminations

ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Tami Stice
SUBJECT: Consideration to Approve Personnel Recommendations

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the Personnel Recommendations as presented.

- Retirement
- Resignation
- Employment-Licensed
- Employment-Classified
- Employment-Modifications/Re-Assignments/Promotions/Transfers
- Leaves of Absence
- Summer School
- Stipends
- Terminations

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

EMPLOYMENT RECOMMENDATIONS – June 26, 2024

Resignation

- **Abbie Eveland,** Band Teacher at Jacksonville High School, effective at the end of the 2023-2024 school year.
- **Sarah Davis,** 6th Grade Volleyball Coach at Jacksonville Middle School, effective May 14, 2024.
- **Natalie Frye,** Elementary Dean of Students at Washington Elementary School, effective at the end of the 2023-2024 school year.
- **Daisy Wood,** Assistant Girls Basketball Coach at Jacksonville High School, effective May 28, 2024.
- **Alanna Baggett,** 8th Language Arts Teacher at Jacksonville Middle School, effective at the end of the 2023-2024 school year.
- **Jack Rohn,** Assistant Baseball Coach at Jacksonville Middle School, effective at the end of the 2023-2024 school year.
- **Mariah Rohlfing,** LPN Paraprofessional at Garrison School, effective at the end of the 2023-2024 school year.
- **Chad Suhre,** Industrial Arts (Automotive) Teacher at Jacksonville High School, effective at the end of the 2023-2024 school year.
- **Sara Carter,** Special Education Paraprofessional at Eisenhower Elementary School, effective at the end of the 2023-2024 school year.
- **Lola Vanwinkle,** Special Education Paraprofessional at Jacksonville Middle School, effective at the end of the 2023-2024 school year.
- **Ginger Lovekamp,** Noon Supervisor at Murrayville-Woodson Elementary School, effective at the end of the 2023-2024 school year.
- **Brett Nolan,** Science Teacher at Jacksonville High School, effective at the end of the 2023-2024 school year.
- **Gina Hurrelbrink,** Administrative Assistant to Student Services and Special Education Offices, effective August 16, 2024.
- **Tony Perkins,** Head Bass Fishing Coach for Jacksonville High School, effective June 9, 2024.
- **Glenn Robson,** Assistant Bass Fishing Coach for Jacksonville High School, effective June 9, 2024.
- **John Bartolozzi,** 6th Grade Social Studies Teacher at Jacksonville Middle School, effective at the end of the 2023-2024 school year.
- **Brittany Bergman,** Science Teacher at Jacksonville High School, effective at the end of the 2023-2024 school year.
- **Tori Lynch,** Paraprofessional at Early Years/Pre-Kindergarten Program, effective July 31, 2024.
- **Leslie Sparrow,** Assistant Girls Track Coach at Jacksonville Middle School, effective June 18, 2024.
- **Charles Overton,** Special Education Teacher at Jacksonville Middle School, effective at the end of the 2023-2024 school year.

Retirement

- **Kenneth Draughn,** Maintenance Grade 1 employee, effective January 7, 2025. Eligible for retirement incentive. Irrevocable resignation pursuant to Custodian/Maintenance contract.

- **Don Grubb,** Head Custodian at Jacksonville High School, effective June 30, 2024. Irrevocable resignation pursuant to Custodian/Maintenance contract.
- **Rachel Weber,** Title I Teacher at Jacksonville Middle School, effective at the end of the 2027-2028 school year. Eligible for retirement incentive. Irrevocable resignation pursuant to JEA contract.

Employment – Licensed

- **Lillian Beams,** Special Education Teacher at South Elementary School for the 2024-2025 school year, *Salary: BA/Step 9: $52,240/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Rachel Kaufmann,** Physical Education Teacher at Eisenhower Elementary School for the 2024-2025 school year, *Salary: BA/Step 1: $44,937/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Dominic Lasalle,** Music/Band Teacher at Jacksonville High School for the 2024-2025 school year, *Salary: BA + 12/Step 4: $48,879/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Tiffany Rogers,** Title I Teacher at Lincoln Elementary School for the 2024-2025 school year, *Salary: MA/Step 17: $67,821/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Jeremy Davidsmeyer,** Elementary Dean of Students at Lincoln Elementary School for the 2024-2025 school year, *Salary: MA/Step 5: $54,110 plus 5 additional days: $1503.06 for a total of $55,613.06/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 7, 2024.
- **Laura O'Sullivan,** Science Teacher at Jacksonville High School for the 2024-2025 school year, *Salary: BA/Step 1: $44,937/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Christine Todd,** Primary/Intermediate Teacher at Washington Elementary School for the 2024-2025 school year, *Salary: BA/Step 4: $47,548/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Cory Suhre,** Auto Mechanics Teacher at Jacksonville High School for the 2024-2025 school year, *Salary: BA/Step 1: $44,937/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.
- **Robyn Maher,** Art Teacher at Jacksonville High School for the 2024-2025 school year, *Salary: BA/Step 1: $44,937/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 12, 2024.

Employment-Classified

- **Melissa Cox,** Special Education Paraprofessional at Murrayville-Woodson Elementary School, *Salary: $17.95 per hour,* contingent upon receipt and confirmation of required employment documentation effective August 12, 2024.
- **Mary Suttles,** Noon Supervisor at North Elementary School, *Salary: $15.00 per hour,* contingent upon receipt and confirmation of required employment documentation effective August 12, 2024.
- **Katelyn Dixon,** LPN Paraprofessional at the District, *Salary: $23.90 per hour,* contingent upon receipt and confirmation of required employment documentation effective August 12, 2024.

- **Sheryl Hansen**, Special Education Paraprofessional at Eisenhower Elementary School, *Salary: $17.95 per hour,* contingent upon receipt and confirmation of required employment documentation effective August 12, 2024.

Employment – Modifications/Re-Assignments/Promotions/Transfers

- **Tracy Thrasher,** 3rd Grade Teacher at Washington Elementary School promoted to Elementary Dean of Students at Washington Elementary School, effective at the beginning of the 2024-2025 school year. Increase in number of work days by 5 for a total of 185 days.

Extended School Year Employment–Special Education Services: July 15th through August 1st:

- **Kyle Lewis,** Summer Intersession Teacher at Jacksonville High School for up to 56 hours, *Salary: $30.00/hour.*
- **Meredith Blevins,** Summer Intersession Teacher at TAP Program for up to 56 hours, *Salary: $30.00/hour.*
- **Bailey Brammeier,** Summer Intersession Teacher at TAP Program for up to 56 hours, *Salary: $30.00/hour.*
- **Kayla Flowers,** Summer Intersession Teacher (Step 2) for up to 56 hours, *Salary: $30.00/hour.*
- **Abby Parks,** Summer Intersession Teacher (Step 1) for up to 56 hours, *Salary: $30.00/hour.*
- **Molly Schmidt,** Summer Intersession Teacher (Cross Category K-3) for up to 56 hours, *Salary: $30.00/hour.*
- **Amanda Alred,** Summer Intersession Teacher (Cross Category 4-5) for up to 56 hours, *Salary: $30.00/hour.*
- **Hannah Fernandes,** Summer Intersession Teacher (Cross Category 6-8) for up to 56 hours, *Salary: $30.00/hour.*
- **Hannah Scobbie,** Summer Intersession Speech Language Pathologist for up to 56 hours, *Salary: $30.00/hour.*
- **Coni (Tyler) Larkin,** Summer Intersession Teacher at ISVI/ISD for up to 60 hours, *Salary: $30.00/hour.*
- **Allison Holmes,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Sarah Walker,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $17.70/hour.*
- **Molly Dirden,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Heather Rhea,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.31/hour.*
- **Mitzi Linear,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.94/hour.*
- **Martha Northcutt,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.91/hour.*
- **Judy Hymes,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $21.86/hour.*
- **Kelli Beckman,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Hannah Planitz,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Jenna Tweedy,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Jody Whited,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $18.23/hour.*
- **Lydia Mellor,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Laura Crowder,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.39/hour.*
- **Dawn Trusler,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $18.55/hour.*
- **Patrick Blackburn,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.31/hour.*

- **Rachel Mansell,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.60/hour.*
- **Sharon Donovan Besterfeldt,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.91/hour.*
- **Cydnie Brammeier,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.60/hour.*
- **Jessica Howard,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Shelby Emmons,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.91/hour.*
- **Wanda VanHyning,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.67/hour.*
- **Sherri Earles,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.31/hour.*
- **Jaelyn Whitaker,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.26/hour.*
- **Kelly Wyatt,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $17.70/hour.*
- **Katelyn Dixon,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $23.90/hour.*

Stipends

- **Bethany Miller,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $50.*
- **Katelyn Griffin,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $15.*
- **Leslie Terwische,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $88.*
- **Barb Campbell,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $40.*
- **Renee Pine,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $120.*
- **Jennifer Nebel,** Primary/Intermediate Teacher at Washington Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $30.*
- **Kaylie Lashmett,** Primary/Intermediate Teacher at Washington Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $20.*
- **Carrie Decker,** Primary/Intermediate Teacher at North Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $1,420.*
- **Katie Headen,** Primary/Intermediate Teacher at South Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $100.*
- **Jennifer Lawson,** Primary/Intermediate Teacher at South Elementary School, K-2 Classroom Size Extra Pay/No Paraprofessional Stipend for second semester of the 2023-2024 school year, *Stipend pro-rated: $1,080.*

- **Susan Swanson,** Special Education Teacher at South Elementary School, Long Term Sub Extra Duty Stipend for the 2023-2024 school year – 2nd semester, *Stipend: $1,500*.

Stipends for the 2024-2025 School Year

- **Jennifer Williams,** Parent Educator at Early Years/Pre-Kindergarten Program Trainer/Mentor Stipend for the remaining 2023-2024 school year ($73.84) and 1st semester of the 2024-2025 school year ($250).
- **Michael Cameron,** Assistant Girls Tennis Coach at Jacksonville High School for the 2024-2025 school year, *Stipend $3,877.29, 9% on the base of $44,937*, effective June 27, 2024.
- **Zach Stout,** Head Wrestling Coach at Jacksonville High School for the 2024-2025 school year, *Stipend $5,600.53, 13% on the base of $44,937*, effective June 27, 2024.
- **Leslie Sparrow,** Scholastic Bowl Coach at Jacksonville Middle School for the 2024-2025, *Stipend $3,015.67, 7% on the base of $44,937*, effective June 27, 2024.

Summer School – Jacksonville Middle School

- **Lesley Dillard,** Summer Intersession Instructor for up to 96 hours, effective May 24, 2023 until June 30, 2023, *Salary: $30.00/hour*.
- **Aubrey Bushnell,** Summer Intersession Instructor for up to 96 hours, effective May 24, 2023 until June 30, 2023, *Salary: $30.00/hour*.

Summer School – Jacksonville High School

- **J.R. Dugan,** Summer Driver's Education Classroom Teacher, effective May 30, 2024 through July 31, 2024, *Salary: $30.00/hour*.
- **J.R. Dugan,** Summer Driver's Education Behind-the-Wheel Teacher, effective May 30, 2024 through July 31, 2024, *Salary: $28.00/hour*.
- **Travis Sievers,** Summer Driver's Education Classroom and Behind-the-Wheel Teacher, effective May 30, 2024 through July 31, 2024, *Salary: $28.00/hour*.
- **Carol Hauser,** Summer Driver's Education Classroom and Behind-the-Wheel Teacher, effective May 30, 2024 through July 31, 2024 *Salary: $28.00/hour*.
- **Cliff Cameron,** Summer Driver's Education Classroom and Behind-the-Wheel Teacher, effective May 30, 2024 through July 31, 2024, *Salary: $28.00/hour*.
- **Barry Creviston,** Summer Driver's Education Classroom and Behind-the-Wheel Teacher, effective May 30, 2024 through July 31, 2024, *Salary: $28.00/hour*.
- **Alexandra Cooper,** Summer Intersession Instructor for up to 120 hours, effective May 28, 2024 until June 18, 2024, *Salary: $30.00/hour*.
- **Shelly Scaman,** Summer Intersession Instructor for up to 120 hours, effective May 28, 2024 until June 18, 2024, *Salary: $30.00/hour*.

Volunteers

- **Shawn McCombs,** Volunteer Assistant Golf Coach at Jacksonville High School for the 2024-2025 school year, effective June 27, 2024.
- **Tony Perkins,** Volunteer Assistant Bass Fishing Boat Captain at Jacksonville High School for the 2024-2025 school year, effective June 27, 2024.
- **Glenn Robson,** Volunteer Assistant Bass Fishing Boat Captain at Jacksonville High School for the 2024-2025 school year, effective June 27, 2024.

Leaves of Absence

- **Abigail Parks,** Special Education Teacher at Eisenhower Elementary School, requesting family medical leave and maternity leave to run concurrently from October 21, 2024 until December 20, 2024 (8 weeks).
- **Rose Marie Moore,** Food Service employee at North Elementary School, requesting family medical leave from May 6, 2024 until the end of the 2023-2024 school year.
- **Abigail Parks,** Special Education Teacher at Eisenhower Elementary School, requesting family medical leave on an intermittent basis from May 1, 2024 until the end of the 2023-2024 school year.

B. Consideration to approve salary increases for FY 25 for Non-Bargaining Unit Staff/Substitutes 840

ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Tami Stice
SUBJECT: Approval of Salary Increases of FY 25 for Non-Bargaining Unit Staff

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve salary increases for non-bargaining unit staff for fiscal year 2025 as presented

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

Salary Increases for FY 2025
Non-Bargaining Unit Staff

Noon Supervisors:	$15.00/per hour
Food Service Employee:	$15.50/per hour – starting hourly rate for new employee
Food Service employees:	4% increase for all staff working for before the 24-25 school year

Substitute Hourly Rate Increases

Sub Secretary rate:	$15.00/hour-effective 8/12/2024
Sub Food Service rate:	$15.00/hour – effective 8/12/2024
Sub Bus Monitor rate:	$15.00/hour – effective 8/12/2024
Substitute Paraprofessional Rate:	$112.50/per day – effective 8/12/2024

C. Consideration to approve the Amended Budget for the 2023-2024 fiscal year 843

ACTION ITEM June 26, 2024

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration for/to approve the Amended Budget for the 2023-2024 fiscal year.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"WHEREAS the Board of Education of Jacksonville School District No, 117, County of Morgan, State of Illinois, caused to be prepared in tentative form an amended budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

And WHEREAS a public hearing was held as to such amended budget on the 26th day of June 2024, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:
Section 1: That the fiscal year of the School District be and the same hereby is fixed and declared to be beginning July 1, 2023 and ending June 30, 2024.

Section 2: That the following amended budget containing an estimate of amounts available in each Fund, separately, and of expenditures from each be and the same is hereby adopted as the amended budget of this school district for said fiscal year."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

AMENDED BUDGET
July 1, 2023 through June 30, 2024

FUND	FY24 BEGINNING FUND BALANCE (Audited)	FY24 REVENUES (Adopted 9/30/23)	FY24 EXPENDITURES (Adopted 9/30/23)	SURPLUS/ (DEFICIT)	FY24 ENDING FUND BALANCE (Unaudited)	FY24 REVENUES (Amendment)	FY24 EXPENDITURES (Amendment)	Transfer of Funds	SURPLUS/ (DEFICIT)	FY24 ENDING FUND BALANCE (Proposed Amendment)	Policy 4:20 - Fund Balance Commitment
EDUCATION *	**30,423,812**	36,245,777	42,243,809	(5,998,032)	**$ 24,425,780**	41,163,041	40,915,726		247,315	**$ 30,671,127**	**$ 6,174,456**
OPERATIONS & MAINTENANCE *	**2,100,934**	5,752,526	6,804,232	(1,051,706)	**$ 1,049,228**	6,140,232	4,905,025		1,235,207	**$ 3,336,141**	**$ 921,035**
DEBT SERVICE	**2,126,297**	3,101,000	2,935,404	165,596	**$ 2,291,893**	3,101,000	3,134,404		(33,404)	**$ 2,092,893**	**$ 465,150**
TRANSPORTATION *	**2,499,947**	2,317,702	2,565,840	(248,138)	**$ 2,251,809**	2,424,259	2,333,340		90,919	**$ 2,590,866**	**$ 363,639**
IMRF / SOCIAL SECURITY *	**1,012,012**	1,650,050	1,733,217	(83,167)	**$ 928,845**	1,755,432	1,765,423		(9,991)	**$ 1,002,021**	**$ 263,315**
CAPITAL PROJECTS	**4,540,220**	6,354,125	10,281,327	(3,927,202)	**$ 613,018**	6,740,749	10,087,777		(3,347,028)	**$ 1,193,192**	**$ 1,011,112**
WORKING CASH	**2,766,263**	110,100	-	110,100	**$ 2,876,363**	121,076			121,076	**$ 2,887,339**	**$ 18,161**
TORT	**59,807**	675,100	663,380	11,720	**$ 71,527**	750,976	700,000		50,976	**$ 110,783**	**$ 112,646**
FIRE PREVENTION & SAFETY	**201,278**	475,025	456,417	18,608	**$ 219,886**	470,172	500,000		(29,828)	**$ 171,450**	**$ 70,526**
TOTAL	**$ 45,730,570**	**$ 56,681,405**	**$ 67,683,626**	**$ (11,002,221)**	**$ 34,728,349**	**$ 62,666,937**	**$ 64,341,695**		**$ (1,674,758)**	**$ 44,055,812**	**$ 9,651,254**
ACTIVITY ACCTS (added into Fund 10 on budget form)	**$ 493,532**	**$ -**	**$ -**	**0.00**	**$ 493,532**	**$ 497,568**	**$ 513,450**		(15,882.00)	**$ 477,650**	
G/L Total	**$ 46,224,102**	**$ 56,681,405**	**$ 67,683,626**	**$ (11,002,221)**	**$ 35,221,881**	**$ 63,164,505**	**$ 64,855,145**		**$ (1,690,640)**	**$ 44,533,462**	
				0					0		
*** OPERATING FUNDS**	**$ 37,790,956**	**$ 44,426,105**	**$ 51,613,881**	(7,187,776)	**$ 30,603,180**	**$ 49,848,608**	**$ 48,154,091**		1,694,517	**$ 39,485,473**	

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
58698	05/02/2024	LINCOLN LAND COMMUNI	SUMMER TOURNAMENT FOR JACKSONVILLE SCHOOL DISTRICT JHS VOLLEYBALL TEAM ATTENTION: VOLLEYBALL	250.00
58699	05/02/2024	MIDWEST ATHLETIC CEN	PROM VENUE FOR JHS	1,500.00
58700	05/02/2024	OUTBREAK DESIGNS	SPIRITWEAR FOR JMS	187.00
58701	05/02/2024	SYMONS, CAMMIE	REIMBURSEMENT FOR PROM SUPPLIES	222.37
58702	05/02/2024	U OF I EXTENSION OFF	FIELD TRIP FOR WASHINGTON -WHERE DOES YOUR FOOD COME FROM PROGRAM	168.00
58703	05/02/2024	U OF I EXTENSION OFF	FIELD TRIP FOR SOUTH -WHERE DOES YOUR FOOD COME FROM PROGRAM	153.00
58704	05/02/2024	U OF I EXTENSION OFF	FIELD TRIP FOR NORTH -WHERE DOES YOUR FOOD COME FROM PROGRAM	84.00
58705	05/02/2024	U OF I EXTENSION OFF	FIELD TRIP FOR EISENHOWER ELEMENTARY-WHERE DOES YOUR FOOD COME FROM PROGRAM	162.00
58706	05/02/2024	U OF I EXTENSION OFF	FIELD TRIP FOR LINCOLN ELEMENTARY-WHERE DOES YOUR FOOD COME FROM PROGRAM	123.00
58707	05/02/2024	WILSON, MARY	SPRING CONCERT AT JMS	100.00
58708	05/03/2024	BOYD MUSIC	LINCOLN SPRING PROGRAM	200.00
58709	05/06/2024	COMSTOCK, ANDREW	MEAL REIMBURSEMENT FOR GIRLS SOCCER	693.96
58710	05/06/2024	JOSTENS	SENIOR AWARDS PLAQUES	1,167.91
58711	05/06/2024	PRODUCTION XPRESS	PROM TICKETS	97.06
58712	05/06/2024	RAJAGURU, ELLA	PROM DECORATIONS	16.87
58713	05/09/2024	ENGLISH, EMILY	REIMBURSEMENT FOR FAMILY NIGHT	51.95
58714	05/09/2024	EWING, ANGEL	M/W 3RD PROJECT	14.50
58715	05/09/2024	IRON SHARPENS IRON	JMS/JHS WRESTLING CAMP FEES	12,240.00
58716	05/09/2024	STEWART, BRAXTON	MOVIES FOR SOUTH STUDENTS	80.00
58717	05/09/2024	BMO CORPORATE MASTER	EPIC ENTERTAINMENT FOR PROM DJ FOR JHS	832.00
58717	05/09/2024	BMO CORPORATE MASTER	HOME RUN PRIZES FOR M/W	40.00
58717	05/09/2024	BMO CORPORATE MASTER	AMAZON-TEACHER APPRECIATION FROM STUDENT COUNCIL-PENS	43.98
58717	05/09/2024	BMO CORPORATE MASTER	BROOM AND DUSTPAN SET FOR TAP PROGRAM	23.99
58717	05/09/2024	BMO CORPORATE MASTER	REWARD FOR PLAY CAST-JMS	97.28
58717	05/09/2024	BMO CORPORATE MASTER	RIGHTS TO MUSICAL - BROADWAY LICENSING	768.99
58717	05/09/2024	BMO CORPORATE MASTER	SAM'S CLUB-CRIMSON STORE FOR END OF THE YEAR-CANDY	667.44
58717	05/09/2024	BMO CORPORATE MASTER	DONUT REWARD FOR JMS	270.20
58717	05/09/2024	BMO CORPORATE MASTER	SAM'S CLUB AND WALMART-END OF THE YEAR AUCTION-GIFTS	706.62
58717	05/09/2024	BMO CORPORATE MASTER	MONEY BOXES FOR JMS	41.98
58717	05/09/2024	BMO CORPORATE MASTER	PAPA JOHNS PIZZA-REWARD FOR STUDENTS	80.02
58717	05/09/2024	BMO CORPORATE MASTER	WALMART-JMS REALITY DAY SNACK	28.24
58717	05/09/2024	BMO CORPORATE MASTER	CANDY FOR JMS DANCE-WALMART	62.02
58717	05/09/2024	BMO CORPORATE MASTER	END OF YEAR STUDENT CRIMSON	680.56

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			STORE -CANDY	
58717	05/09/2024	BMO CORPORATE MASTER	ANTIBIOTIC CREAM FOR JMS TRACK	11.87
58717	05/09/2024	BMO CORPORATE MASTER	PAPA JOHNS PIZZA FOR JMS REWARD FOR STUDENTS	62.77
58717	05/09/2024	BMO CORPORATE MASTER	SIX FLAGS TICKETS FOR SENIOR TRIP JHS	4,311.17
58717	05/09/2024	BMO CORPORATE MASTER	AMAZON-M/W END OF YEAR CELEBRATION COLORED POWDER	523.17
58717	05/09/2024	BMO CORPORATE MASTER	JHS SCIENCE CLUB-JUMPER WIRE KIT AND ELECTRONIC COMPONENT ASSORTMENT	71.89
58717	05/09/2024	BMO CORPORATE MASTER	WALMART AND HYVEE GIFT CARDS FOR TOP CANDY SELLERS	75.00
58718	05/09/2024	COMSTOCK, ANDREW	GIRLS SOCCER SNACKS	117.67
58719	05/16/2024	DYER, MARK	REIMBURSEMENT FOR FFA -ICE	24.20
58719	05/16/2024	DYER, MARK	REIMBURSEMENT FOR FFA-PINS	61.75
58720	05/16/2024	LOMELINO SIGN CO	NAMES TO UPDATE BOARDS FOR JHS BOWL	65.00
58721	05/16/2024	PERKINS, ANTHONY	AWARDS FOR BASS FISHING	134.03
58722	05/16/2024	ROCKET SOCCER	TRIAD CAMP FOR JHS BOYS SOCCER	50.00
58723	05/16/2024	WCHS BOYS SOCCER	BOYS SOCCER ENTRY FEE FOR SUMMER TOURNAMENT JULY 20,2024	190.00
58724	05/17/2024	EPIC SPORTS	VOLLEYBALLS FOR JHS	755.90
58725	05/17/2024	KELLY, PATRICK	REIMBURSEMENT FOR TRACK TEAM -FOOD FROM LEO'S PIZZA	283.81
58726	05/21/2024	WORLD TRAVEL	TRAVEL INSURANCE FOR 2 CHAPERONES FOR GAPP TRIP	286.94
58727	05/21/2024	BABALOO MUSIC & FUN	MUSIC PERFORMANCE FOR M/W ELEMENTARY SCHOOL ON 5/23/24	500.00
58728	05/21/2024	ENGLISH, EMILY	FIELD TRIP LUNCHES FOR M/W STUDENTS	27.80
58728	05/21/2024	ENGLISH, EMILY	COLOR RUN TSHIRTS FOR M/W	32.00
58729	05/21/2024	IHSA	2023-2024 GIRLS SOCCER CLASS 2A REGIONAL SEMIFINAL AND FINAL FINANCIAL REPORT INVOICE	1,377.00
58730	05/21/2024	ILLINOIS ASSOC. FFA	2024 STATE FFA CONVENTION REGISTRATION EVENT CONFIRMATION#14355	70.00
58731	05/21/2024	LASHMETT, CELESTE	REFUND FOR STATE TRACK KIDS THAT PIAD FOR MALIBU JACKS -JMS	29.00
58732	05/21/2024	NATIONAL INVENTORS H	CAMP REGISTRATIONS FOR 3	810.00
58733	05/21/2024	NEHS	MEMBERSHIP FEES FOR JHS	780.00
58733	05/21/2024	NEHS	DISTRICT AFFILIATION FEE FOR JHS	65.00
58734	05/21/2024	UNIVERSAL CHEERLEADE	ADVISOR PRICE AND PARTICIPANT FEES FOR JMS CAMP	2,440.00
58735	05/22/2024	BEARD, KATHLEEN	MONEY TO TAKE ON GAPP TRIP-RECEIPTS TO FOLLOW	5,000.00
58736	05/22/2024	BURCHARD, BRETT	BAND TOUR FOR JHS	756.06
58737	05/22/2024	JACKSONVILLE SCHOOL	2023-24 JHS ASSISTANT GIRLS SOCCER COACHING STIPEND	3,981.98

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
58738	05/22/2024	MILLS, BOBBIE	ICE CREAM TREATS FOR NORTH ELEMENTARY	12.73
58739	05/23/2024	CROWN TROPHY	JMS TRACK AWARDS	195.87
58739	05/23/2024	CROWN TROPHY	JMS TRACK AWARDS	32.48
58740	05/23/2024	MAYS, JANEAN	TENT FOR STATE TRACK	120.00
58741	05/23/2024	PIEPER, AMY	PIZZA PARTY FOR NORTH 4TH GRADE STUDENTS	54.14
58742	05/23/2024	SENERGY TECHNOLOGIES	SYNERGY KEYS FOR FRONT DOOR	56.43
58743	05/23/2024	ST. LOUIS CARDINALS	JACKSONVILLE HIGH SCHOOL 800 TICKETS	19,696.00
58744	05/23/2024	STEWART, BRAXTON	SNACKS FOR FIELD DAY AT SOUTH	12.49
58745	05/24/2024	BROCKHOUSE, KELLY	SENIOR GIFTS FOR JHS GIRLS SOFTBALL	64.03
58746	05/24/2024	COOPER, ALEXANDRA	REIMBURSEMENT FOR SENIOR SUPPLIES CLASS OF 2024	145.38
58747	05/24/2024	DRIVER, LUKE	PROM DECORATIONS	103.95
58748	05/24/2024	ENGLISH, EMILY	M/W 5TH GRADE PIZZA PARTY	63.92
58749	05/24/2024	ENGLISH, HEATHER	REIMBURSEMENT FOR SCIENCE CLUB-WALMART AND PIZZA	122.34
58750	05/24/2024	EWING, ANGEL	M/W LEADERSHIP DAY SUPPLIES	23.47
58751	05/24/2024	LASHMETT, CELESTE	REFUND FOR STATE TRACK KIDS AT THE CAPITAL	30.00
58752	05/24/2024	SYMONS, CAMMIE	REIMBURSEMENT FOR PROM DECORATIONS	199.08
			Totals for checks	65,681.26

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
99	ACTIVITY	0.00	0.00	65,681.26	65,681.26
*** Fund Summary Totals ***		0.00	0.00	65,681.26	65,681.26

********** End of report **********

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06PSCOR	CORRECT 06IDEAPS	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		REVERSE 06IDEAPS	10E754 3700 2340 00 240000		05/31/2024	14,335.84	0.00
		REVERSE 06IDEAPS					
2		REVERSE 06IDEAPS	10E400 4220 6702 00 000000		05/31/2024	0.00	14,335.84
		REVERSE 06IDEAPS					
					TOTALS	14,335.84	14,335.84

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ISDINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2024	0.00	7,243.32
		MAY INTEREST					
2		MAY INTEREST	30R300 1510 0000 00 000000		05/31/2024	0.00	254.42
		MAY INTEREST					
3		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2024	0.00	747.65
		MAY INTEREST					
4		MAY INTEREST	99R857 0000 0000 00 000000		05/31/2024	0.00	146.45
		MAY INTEREST					
5		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2024	0.00	10,088.50
		MAY INTEREST					
6		MAY INTEREST	10A300 1210 0000 00 000000		05/31/2024	7,243.32	0.00
		MAY INTEREST					
7		MAY INTEREST	30A300 1211 0000 00 000000		05/31/2024	254.42	0.00
		MAY INTEREST					
8		MAY INTEREST	50A300 1210 0000 00 000000		05/31/2024	747.65	0.00
		MAY INTEREST					
9		MAY INTEREST	99A300 1210 0000 00 000000		05/31/2024	146.45	0.00
		MAY INTEREST					
10		MAY INTEREST	60A300 1211 0000 00 000000		05/31/2024	10,088.50	0.00
		MAY INTEREST					
					TOTALS	18,480.34	18,480.34

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06INSINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2024	0.00	36.99
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06INSINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
2		MAY INTEREST	10A304 1120 0000 00 000000		05/31/2024	36.99	0.00
		MAY INTEREST					
					TOTALS	36.99	36.99

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06INSCOR	CORRECT INS INT	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CORRECT INS INT	10R300 1510 0000 00 000000		05/31/2024	36.99	0.00
		CORRECT INS INT					
2		CORRECT INS INT	10A304 1120 0000 00 000000		05/31/2024	0.00	36.99
		CORRECT INS INT					
3		CORRECT INS INT	10R300 1510 0000 00 000000		05/31/2024	0.00	29.10
		CORRECT INS INT					
4		CORRECT INS INT	10A304 1120 0000 00 000000		05/31/2024	29.10	0.00
		CORRECT INS INT					
					TOTALS	66.09	66.09

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ILINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2024	0.00	94,720.21
		MAY INTEREST					
2		MAY INTEREST	20R300 1510 0000 00 000000		05/31/2024	0.00	14,950.43
		MAY INTEREST					
3		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2024	0.00	7,003.76
		MAY INTEREST					
4		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2024	0.00	3,815.59
		MAY INTEREST					
5		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2024	0.00	5,279.30
		MAY INTEREST					
6		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2024	0.00	4,393.79
		MAY INTEREST					
7		MAY INTEREST	80R380 1510 0000 00 000000		05/31/2024	0.00	118.49
		MAY INTEREST					
8		MAY INTEREST	90R300 1510 0000 00 000000		05/31/2024	0.00	24.16
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ILINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
9		MAY INTEREST	10A302 1120 0000 00 000000		05/31/2024	94,720.21	0.00
		MAY INTEREST					
10		MAY INTEREST	20A302 1120 0000 00 000000		05/31/2024	14,950.43	0.00
		MAY INTEREST					
11		MAY INTEREST	40A302 1120 0000 00 000000		05/31/2024	7,003.76	0.00
		MAY INTEREST					
12		MAY INTEREST	50A302 1120 0000 00 000000		05/31/2024	3,815.59	0.00
		MAY INTEREST					
13		MAY INTEREST	60A302 1120 0000 00 000000		05/31/2024	5,279.30	0.00
		MAY INTEREST					
14		MAY INTEREST	70A302 1120 0000 00 000000		05/31/2024	4,393.79	0.00
		MAY INTEREST					
15		MAY INTEREST	80A302 1120 0000 00 000000		05/31/2024	118.49	0.00
		MAY INTEREST					
16		MAY INTEREST	90A302 1120 0000 00 000000		05/31/2024	24.16	0.00
		MAY INTEREST					
					TOTALS	130,305.73	130,305.73

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IITINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2024	0.00	31,693.81
		MAY INTEREST					
2		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2024	0.00	2,063.50
		MAY INTEREST					
3		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2024	0.00	2,034.47
		MAY INTEREST					
4		MAY INTEREST	99R857 0000 0000 00 000000		05/31/2024	0.00	175.61
		MAY INTEREST					
5		MAY INTEREST	10A303 1210 0000 00 000000		05/31/2024	31,693.81	0.00
		MAY INTEREST					
6		MAY INTEREST	40A303 1210 0000 00 000000		05/31/2024	2,063.50	0.00
		MAY INTEREST					
7		MAY INTEREST	70A303 1210 0000 00 000000		05/31/2024	2,034.47	0.00
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IITINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
8		MAY INTEREST	99A303 1210 0000 00 000000		05/31/2024	175.61	0.00
		MAY INTEREST					
					TOTALS	35,967.39	35,967.39

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IDEPS2	MOVE FROM IDEA GRANT TO GENERAL BUDGET	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE FROM IDEA GRANT TO GENERAL BUDGET	10E754 4120 3140 00 240000		05/31/2024	0.00	14,335.84
		MOVE FROM IDEA GRANT TO GENERAL BUDGET					
2		MOVE FROM IDEA GRANT TO GENERAL BUDGET	10E400 4220 6702 00 000000		05/31/2024	14,335.84	0.00
		MOVE FROM IDEA GRANT TO GENERAL BUDGET					
					TOTALS	14,335.84	14,335.84

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IDEAPS	MOVE FROM IDEA PRESCHL GRANT TO GEN BUDGET	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE FROM IDEA PRESCHL GRANT TO GEN BUDGET	10E754 3700 2340 00 240000		05/31/2024	0.00	14,335.84
		MOVE FROM IDEA PRESCHL GRANT TO GEN BUDGET					
2		MOVE FROM IDEA PRESCHL GRANT TO GEN BUDGET	10E400 4220 6702 00 000000		05/31/2024	14,335.84	0.00
		MOVE FROM IDEA PRESCHL GRANT TO GEN BUDGET					
					TOTALS	14,335.84	14,335.84

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IDEAPD	MOVE FROM GEN BUDGET TO IDEA GRANT PD	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE FROM GEN BUDGET TO IDEA GRANT PD	10E400 4220 6702 00 000000		05/31/2024	0.00	23,768.77
		MOVE FROM GEN BUDGET TO IDEA GRANT PD					
2		MOVE FROM GEN BUDGET TO IDEA GRANT PD	10E756 4120 3330 00 240000		05/31/2024	23,768.77	0.00
		MOVE FROM GEN BUDGET TO IDEA GRANT PD					
					TOTALS	23,768.77	23,768.77

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IDEACS	MOVE FROM GRANT FOR CLINIC SERVE	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE FROM GRANT FOR CLINIC SERVE	10E756 4120 3140 00 240000		05/31/2024	0.00	44,519.66
		MOVE FROM GRANT FOR CLINIC SERVE					
2		MOVE FROM GRANT FOR CLINIC SERVE	10E400 4220 6702 00 000000		05/31/2024	44,519.66	0.00
		MOVE FROM GRANT FOR CLINIC SERVE					
					TOTALS	44,519.66	44,519.66

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06GENINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2024	0.00	338.25
		MAY INTEREST					
2		MAY INTEREST	20R300 1510 0000 00 000000		05/31/2024	0.00	44.16
		MAY INTEREST					
3		MAY INTEREST	30R300 1510 0000 00 000000		05/31/2024	0.00	201.15
		MAY INTEREST					
4		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2024	0.00	40.48
		MAY INTEREST					
5		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2024	0.00	23.90
		MAY INTEREST					
6		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2024	0.00	3.60
		MAY INTEREST					
7		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2024	0.00	109.96
		MAY INTEREST					
8		MAY INTEREST	80R380 1510 0000 00 000000		05/31/2024	0.00	51.16
		MAY INTEREST					
9		MAY INTEREST	90R300 1510 0000 00 000000		05/31/2024	0.00	16.84
		MAY INTEREST					
10		MAY INTEREST	10A301 1120 0000 00 000000		05/31/2024	338.25	0.00
		MAY INTEREST					
11		MAY INTEREST	20A301 1120 0000 00 000000		05/31/2024	44.16	0.00
		MAY INTEREST					
12		MAY INTEREST	30A301 1120 0000 00 000000		05/31/2024	201.15	0.00
		MAY INTEREST					
13		MAY INTEREST	40A301 1120 0000 00 000000		05/31/2024	40.48	0.00
		MAY INTEREST					
14		MAY INTEREST	50A301 1120 0000 00 000000		05/31/2024	23.90	0.00
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06GENINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
15		MAY INTEREST	60A301 1120 0000 00 000000		05/31/2024	3.60	0.00
		MAY INTEREST					
16		MAY INTEREST	70A301 1120 0000 00 000000		05/31/2024	109.96	0.00
		MAY INTEREST					
17		MAY INTEREST	80A301 1120 0000 00 000000		05/31/2024	51.16	0.00
		MAY INTEREST					
18		MAY INTEREST	90A301 1120 0000 00 000000		05/31/2024	16.84	0.00
		MAY INTEREST					
					TOTALS	829.50	829.50

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ACTINT	MAY INTEREST	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	99R856 0000 0000 00 000000		05/31/2024	0.00	29.10
		MAY INTEREST					
2		MAY INTEREST	99A000 1120 0000 00 000000		05/31/2024	29.10	0.00
		MAY INTEREST					
					TOTALS	29.10	29.10

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ACTCOR	CORRECT ACT INT	2023-2024	05/31/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CORRECT ACT INT	99R856 0000 0000 00 000000		05/31/2024	29.10	0.00
		CORRECT ACT INT					
2		CORRECT ACT INT	99A000 1120 0000 00 000000		05/31/2024	0.00	29.10
		CORRECT ACT INT					
3		CORRECT ACT INT	99R856 0000 0000 00 000000		05/31/2024	0.00	36.99
		CORRECT ACT INT					
4		CORRECT ACT INT	99A000 1120 0000 00 000000		05/31/2024	36.99	0.00
		CORRECT ACT INT					
					TOTALS	66.09	66.09

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05ILTRAN	TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND	2023-2024	05/29/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND 20 TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND	10A302 1120 0000 00 000000		05/29/2024	0.00	4,000,000.00
2		TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND 20 TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND	10A301 1120 0000 00 000000		05/29/2024	4,000,000.00	0.00
3		TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND 20 TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND	20A302 1120 0000 00 000000		05/29/2024	0.00	500,000.00
4		TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND 20 TRANSFER IL FD 10 AND 20 TO US BANK FD 10 AND	20A301 1120 0000 00 000000		05/29/2024	500,000.00	0.00
					TOTALS	4,500,000.00	4,500,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05TTL4	CORRECT MISPLACED REVENUE	2023-2024	05/28/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CORRECT MISPLACED REVENUE CORRECT MISPLACED REVENUE	10R780 4108 0000 00 240000		05/28/2024	1,871.00	0.00
2		CORRECT MISPLACED REVENUE CORRECT MISPLACED REVENUE	10R780 4400 0000 00 240000		05/28/2024	0.00	1,871.00
3		CORRECT MISPLACED REVENUE CORRECT MISPLACED REVENUE	10R780 4108 0000 00 240000		05/28/2024	19,331.00	0.00
4		CORRECT MISPLACED REVENUE CORRECT MISPLACED REVENUE	10R780 4400 0000 00 240000		05/28/2024	0.00	19,331.00
					TOTALS	21,202.00	21,202.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05EYGRNT	MOVE EY O&M EXPENSES TO EY GRANT	2023-2024	05/16/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE EY O&M EXPENSES TO EY GRANT MOVE EY O&M EXPENSES TO EY GRANT	20E550 2540 4660 00 000000		05/16/2024	0.00	10,228.44
2		MOVE EY O&M EXPENSES TO EY GRANT MOVE EY O&M EXPENSES TO EY GRANT	10E551 2540 4660 00 240000		05/16/2024	10,228.44	0.00
3		MOVE EY O&M EXPENSES TO EY GRANT MOVE EY O&M EXPENSES TO EY GRANT	20E550 2540 4650 00 000000		05/16/2024	0.00	3,309.31

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05EYGRNT	MOVE EY O&M EXPENSES TO EY GRANT	2023-2024	05/16/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
4		MOVE EY O&M EXPENSES TO EY GRANT	10E551 2540 4650 00 240000		05/16/2024	3,309.31	0.00
		MOVE EY O&M EXPENSES TO EY GRANT					
5		MOVE EY O&M EXPENSES TO EY GRANT	20E550 2540 3700 00 000000		05/16/2024	0.00	811.62
		MOVE EY O&M EXPENSES TO EY GRANT					
6		MOVE EY O&M EXPENSES TO EY GRANT	10E551 2540 3700 00 240000		05/16/2024	811.62	0.00
		MOVE EY O&M EXPENSES TO EY GRANT					
7		MOVE EY O&M EXPENSES TO EY GRANT	20E550 2540 3210 00 000000		05/16/2024	0.00	116.51
		MOVE EY O&M EXPENSES TO EY GRANT					
8		MOVE EY O&M EXPENSES TO EY GRANT	10E551 2540 3210 00 240000		05/16/2024	116.51	0.00
		MOVE EY O&M EXPENSES TO EY GRANT					
9		MOVE EY O&M EXPENSES TO EY GRANT	20A301 1120 0000 00 000000		05/16/2024	14,465.88	0.00
		MOVE EY O&M EXPENSES TO EY GRANT					
10		MOVE EY O&M EXPENSES TO EY GRANT	10A301 1120 0000 00 000000		05/16/2024	0.00	14,465.88
		MOVE EY O&M EXPENSES TO EY GRANT					
					TOTALS	28,931.76	28,931.76

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05ILFD60	IL FD 60 TRANS TO US FD 60	2023-2024	05/15/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		IL FD 60 TRANS TO US FD 60	60A302 1120 0000 00 000000		05/15/2024	0.00	866,205.32
		IL FD 60 TRANS TO US FD 60					
2		IL FD 60 TRANS TO US FD 60	60A301 1120 0000 00 000000		05/15/2024	866,205.32	0.00
		IL FD 60 TRANS TO US FD 60					
					TOTALS	866,205.32	866,205.32

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05CRRNT	MOVE TO FUNCTION 8410	2023-2024	05/15/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE TO FUNCTION 8410	10E090 2540 3250 00 000000		05/15/2024	0.00	23,185.65
		MOVE TO FUNCTION 8410					
2		MOVE TO FUNCTION 8410	10E000 8410 0000 00 000000		05/15/2024	23,185.65	0.00
		MOVE TO FUNCTION 8410					
					TOTALS	23,185.65	23,185.65

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05RMBD5	MOVE ROOM AND BOARD REVENUE TO OBJ 0000	2023-2024	05/13/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE ROOM AND BOARD REVENUE TO OBJ 0000 MOVE ROOM AND BOARD REVENUE TO OBJ 0000	10R755 4625 0080 00 240000		05/13/2024	27,905.33	0.00
2		MOVE ROOM AND BOARD REVENUE TO OBJ 0000 MOVE ROOM AND BOARD REVENUE TO OBJ 0000	10R755 4625 0000 00 240000		05/13/2024	0.00	27,905.33
					TOTALS	27,905.33	27,905.33

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05POSCOR	CORRECT POSTAGE EXPENSE	2023-2024	05/09/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CORRECT POSTAGE EXPENSE CORRECT POSTAGE EXPENSE	10E400 2330 3410 00 000000		05/09/2024	0.00	127.99
2		CORRECT POSTAGE EXPENSE CORRECT POSTAGE EXPENSE	10E400 1200 3410 00 000000		05/09/2024	127.99	0.00
					TOTALS	127.99	127.99

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05ESSRCO	MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A	2023-2024	05/09/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A EISENHOWER DUMPSTERS-$319.78 EISENHOWER PAY APP 1-$218,136.60 RENT CHARGE FOR MODULAR-$20,215.00 EISENHOWER ASBESTOS-$15,265.69 MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A	60E748 2530 5401 00 220001		05/09/2024	0.00	253,937.07
2		MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A EISENHOWER DUMPSTERS-$319.78 EISENHOWER PAY APP 1-$218,136.60 RENT CHARGE FOR MODULAR-$20,215.00 EISENHOWER ASBESTOS-$15,265.69 MOVE UNACCOUNTED ESSER III EXPENSE TO BOND A	60E001 2535 5300 00 000000		05/09/2024	253,937.07	0.00
					TOTALS	253,937.07	253,937.07

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05SPDPOS	MOVE POSTAGE TO GENERAL LINE	2023-2024	05/03/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE TO GENERAL LINE SINCE USED FOR SLP'S/PSYCH/SOC WRK MOVE POSTAGE TO GENERAL LINE	10E400 2330 3410 00 000000		05/03/2024	0.00	69.99
2		MOVE TO GENERAL LINE SINCE USED FOR SLP'S/PSYCH/SOC WRK MOVED POSTAGE TO GENERAL LINE	10E400 1200 3410 00 000000		05/03/2024	69.99	0.00
					TOTALS	69.99	69.99

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05FEECO2	FOOD SERVICE CREDIT APPLIED TO UNPAID FEE	2023-2024	05/03/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		FOOD SERVICE CREDIT APPLIED TO UNPAID FEE FOOD SERVICE CREDIT APPLIED TO UNPAID FEE	10R340 1600 0000 00 000000		05/03/2024	104.50	0.00
2		FOOD SERVICE CREDIT APPLIED TO UNPAID FEE FOOD SERVICE CREDIT APPLIED TO UNPAID FEE	10E320 1130 4200 00 000000		05/03/2024	0.00	104.50
					TOTALS	104.50	104.50

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05FEECO1	LAURYN MAHER REFUND APPLIED TO SPORT FEE	2023-2024	05/03/2024	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		LAURYN MAHER REFUND APPLIED TO SPORT FEE LAURYN MAHER REFUND APPLIED TO SPORT FEE	10R300 1999 0000 00 000000		05/03/2024	58.00	0.00
2		LAURYN MAHER REFUND APPLIED TO SPORT FEE LAURYN MAHER REFUND APPLIED TO SPORT FEE	10R252 1720 0000 00 000000		05/03/2024	0.00	58.00
					TOTALS	58.00	58.00

********** End of report **********

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	2023-24 Unexpende
10R--- 111- ---- -- ------	EDUCATION LEVY	15,997,032.00	0.00	15,996,822.35	209.65
10R--- 112- ---- -- ------	TORT IMMUNITY LEVY	0.00	0.00	0.00	0.00
10R--- 114- ---- -- ------	SPECIAL EDUCATION LEVY	282,080.00	0.00	282,079.55	0.45
10R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
10R--- 123- ---- -- ------	CORP PERS PROP REPLACE TAX	4,153,258.00	719,711.87	3,939,201.75	214,056.25
10R--- 129- ---- -- ------	PAY IN LIEU OF TAXES	0.00	0.00	0.00	0.00
10R--- 131- ---- -- ------	REGULAR DAY TUITION	0.00	0.00	0.00	0.00
10R--- 132- ---- -- ------	SUMMER SCHOOL TUITION	0.00	0.00	0.00	0.00
10R--- 134- ---- -- ------	SPECIAL ED TUITION	0.00	0.00	0.00	0.00
10R--- 151- ---- -- ------	INTEREST	1,500,700.00	134,024.69	1,427,677.11	73,022.89
10R--- 160- ---- -- ------	PRE-PAID MEALS	262,335.00	18,523.38	280,962.85	-18,627.85
10R--- 161- ---- -- ------	STUDENT LUNCHES	0.00	0.00	0.00	0.00
10R--- 162- ---- -- ------	ADULT MEAL	0.00	0.00	0.00	0.00
10R--- 169- ---- -- ------	OTHER CAFETERIAL REVENUE	23,000.00	2,409.01	31,203.65	-8,203.65
10R--- 171- ---- -- ------	ADMISSIONS	65,526.00	0.00	65,482.73	43.27
10R--- 172- ---- -- ------	ACTIVITY FEES	48,030.00	11,147.52	44,458.94	3,571.06
10R--- 179- ---- -- ------	RESALE	4,584.00	3,405.00	-224.84	4,808.84
10R--- 181- ---- -- ------	TEXTBOOK RENTALS	77,257.00	20,046.75	64,919.65	12,337.35
10R--- 189- ---- -- ------	MISC BOOK FEES	0.00	0.00	0.00	0.00
10R--- 192- ---- -- ------	CONTRIBUTION PRIVATE SOURCES	0.00	0.00	0.00	0.00
10R--- 194- ---- -- ------	SERVICE TO OTHER LEA	0.00	0.00	0.00	0.00
10R--- 195- ---- -- ------	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
10R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
10R--- 197- ---- -- ------	DRIVER ED FEES	29,000.00	6,070.00	27,704.11	1,295.89
10R--- 198- ---- -- ------	VENDOR CONTRACT	0.00	0.00	0.00	0.00
10R--- 199- ---- -- ------	OTHER	134,363.00	2,313.00	136,873.42	-2,510.42
10R--- 210- ---- -- ------	FLOW THRU STATE	0.00	0.00	0.00	0.00
10R--- 221- ---- -- ------		0.00	0.00	0.00	0.00
10R--- 300- ---- -- ------	REVENUE FROM STATE SOURCES	8,986,230.00	816,929.52	8,169,295.19	816,934.81
10R--- 310- ---- -- ------	SP ED PRIV FAC	599,390.00	0.00	451,502.10	147,887.90
10R--- 311- ---- -- ------	SP ED PERSONNEL	0.00	0.00	0.00	0.00
10R--- 312- ---- -- ------	SP ED ORPHANS	110,000.00	0.00	90,433.11	19,566.89
10R--- 313- ---- -- ------	SPEC ED ORPHANAGE-SUMMER INDIV	1,260.00	0.00	1,260.00	0.00
10R--- 314- ---- -- ------	SP ED SUMMER SCHOOL	0.00	0.00	0.00	0.00
10R--- 320- ---- -- ------	RESTRICTED GRANTS IN AID	0.00	0.00	0.00	0.00
10R--- 322- ---- -- ------	AG SUPPLIMENT	0.00	0.00	0.00	0.00
10R--- 323- ---- -- ------		4,205.00	0.00	-125.00	4,330.00
10R--- 329- ---- -- ------	JILG	0.00	0.00	0.00	0.00
10R--- 330- ---- -- ------	PAYMENTS IN LIEU OF TAXES	0.00	0.00	0.00	0.00
10R--- 336- ---- -- ------	STATE FREE LUNCH/BRKFST	31,819.00	1,604.84	26,623.43	5,195.57
10R--- 337- ---- -- ------	DRIVER ED REIMBURSEMENT	48,000.00	0.00	31,939.12	16,060.88
10R--- 350- ---- -- ------	STATE REG TRANSPORTATION	0.00	0.00	0.00	0.00
10R--- 351- ---- -- ------	STATE SP ED TRANSPORTATION	0.00	0.00	0.00	0.00
10R--- 365- ---- -- ------	IL MASTER CERTIFICATE	0.00	0.00	0.00	0.00
10R--- 370- ---- -- ------	EARLY CHILDHOOD	2,026,026.00	171,472.00	1,850,172.00	175,854.00
10R--- 371- ---- -- ------	READING IMPROVEMENT	0.00	0.00	0.00	0.00
10R--- 377- ---- -- ------	SCHOOL SAFETY	0.00	0.00	0.00	0.00
10R--- 380- ---- -- ------	STATE LIBRARY	0.00	0.00	0.00	0.00
10R--- 382- ---- -- ------	SUMMER BRIDGES	0.00	0.00	0.00	0.00
10R--- 399- ---- -- ------	STATE RESTRICTED	466,111.00	44,054.16	383,798.16	82,312.84
10R--- 410- ---- -- ------	TITLE V	23,744.00	-21,202.00	2,561.00	21,183.00
10R--- 421- ---- -- ------	FEDERAL LUNCH	906,688.00	152,694.40	1,200,003.94	-293,315.94
10R--- 422- ---- -- ------	FEDERAL BREAKFAST	486,231.00	55,211.75	400,820.83	85,410.17
10R--- 424- ---- -- ------	FRESH FRUIT	38,859.00	1,109.04	25,864.49	12,994.51
10R--- 425- ---- -- ------	COMMODITY SALVAGE	0.00	0.00	0.00	0.00
10R--- 426- ---- -- ------	NAT'L SCHOOL LUNCH PROG	0.00	0.00	0.00	0.00
10R--- 430- ---- -- ------	TITLE I	1,271,556.00	0.00	1,210,842.00	60,714.00

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	2023-24 Unexpende
10R--- 433- ---- -- ------	ESEA - TITLE VI P.L.98-377-	143,425.00	0.00	140,247.00	3,178.00
10R--- 440- ---- -- ------	TITLE IV	0.00	21,202.00	21,489.00	-21,489.00
10R--- 459- ---- -- ------	RESPRO	0.00	0.00	0.00	0.00
10R--- 460- ---- -- ------	IDEA PRESCHOOL	40,962.00	0.00	40,962.00	0.00
10R--- 462- ---- -- ------	EHA FLOW THROUGH	1,560,642.00	27,905.33	1,588,547.06	-27,905.06
10R--- 474- ---- -- ------	USE 4770	0.00	0.00	0.00	0.00
10R--- 477- ---- -- ------	PERKINS	68,742.00	0.00	0.00	68,742.00
10R--- 485- ---- -- ------	STATE FISCAL STABILIZATION FDS	0.00	0.00	0.00	0.00
10R--- 486- ---- -- ------	HOMELESS	0.00	0.00	0.00	0.00
10R--- 487- ---- -- ------	SFSF OTHER GOVERNMENT SERVICE	0.00	0.00	0.00	0.00
10R--- 488- ---- -- ------	ED JOBS FUND	0.00	0.00	0.00	0.00
10R--- 490- ---- -- ------	TITLE III	0.00	0.00	0.00	0.00
10R--- 493- ---- -- ------	TITLE II	189,527.00	0.00	106,971.00	82,556.00
10R--- 495- ---- -- ------	DORS	50,775.00	3,625.00	54,400.00	-3,625.00
10R--- 497- ---- -- ------	TECHNOLOGY	0.00	0.00	0.00	0.00
10R--- 499- ---- -- ------	FEDERAL MISC GRANTS	1,201,585.00	487,451.47	1,356,718.98	-155,133.98
10R--- 799- ---- -- ------	TRANS FROM TORT	0.00	0.00	0.00	0.00
1----- ---- ---- -- ------	EDUCATION	40,832,942.00	2,679,708.73	39,451,486.68	1,381,455.32
20R--- 111- ---- -- ------	EDUCATION LEVY	3,444,623.00	0.00	3,444,623.93	-0.93
20R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
20R--- 123- ---- -- ------	CORP PERS PROP REPLACE TAX	0.00	0.00	0.00	0.00
20R--- 129- ---- -- ------	PAY IN LIEU OF TAXES	0.00	0.00	0.00	0.00
20R--- 151- ---- -- ------	INTEREST	136,850.00	14,994.59	135,633.77	1,216.23
20R--- 179- ---- -- ------	RESALE	7,000.00	350.00	4,698.64	2,301.36
20R--- 191- ---- -- ------	FACILITY RENTAL	20,254.00	4,175.00	24,429.00	-4,175.00
20R--- 192- ---- -- ------	CONTRIBUTION PRIVATE SOURCES	0.00	0.00	0.00	0.00
20R--- 195- ---- -- ------	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
20R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
20R--- 199- ---- -- ------	OTHER	142,760.00	0.00	140,409.00	2,351.00
20R--- 300- ---- -- ------	REVENUE FROM STATE SOURCES	2,388,745.00	217,158.48	2,171,584.81	217,160.19
20R--- 392- ---- -- ------		0.00	0.00	0.00	0.00
20R--- 399- ---- -- ------	STATE RESTRICTED	0.00	0.00	0.00	0.00
20R--- 485- ---- -- ------	STATE FISCAL STABILIZATION FDS	0.00	0.00	0.00	0.00
20R--- 499- ---- -- ------	FEDERAL MISC GRANTS	0.00	0.00	0.00	0.00
20R--- 713- ---- -- ------	TRANSFER-ED	0.00	0.00	0.00	0.00
20R--- 799- ---- -- ------	TRANS FROM TORT	0.00	0.00	0.00	0.00
2----- ---- ---- -- ------	OPERATIONS & MAINTENANCE	6,140,232.00	236,678.07	5,921,379.15	218,852.85
30R--- 151- ---- -- ------	INTEREST	1,000.00	455.57	5,556.98	-4,556.98
30R--- 198- ---- -- ------	VENDOR CONTRACT	3,100,000.00	259,231.81	3,072,537.44	27,462.56
30R--- 540- ---- -- ------	BOND FEE EXPENSE	0.00	0.00	0.00	0.00
30R--- 721- ---- -- ------	Principal on Bonds Sold	0.00	0.00	0.00	0.00
30R--- 740- ---- -- ------		0.00	0.00	0.00	0.00
30R--- 750- ---- -- ------		0.00	0.00	0.00	0.00
30R--- 770- ---- -- ------	TRNS TO DEBT SER-PAY INT-REV B	0.00	0.00	0.00	0.00
3----- ---- ---- -- ------	DEBT SERVICE	3,101,000.00	259,687.38	3,078,094.42	22,905.58
40R--- 111- ---- -- ------	EDUCATION LEVY	1,230,554.00	0.00	1,230,554.33	-0.33
40R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
40R--- 123- ---- -- ------	CORP PERS PROP REPLACE TAX	0.00	0.00	0.00	0.00
40R--- 141- ---- -- ------	REGULAR DAY SCHOOL	0.00	0.00	0.00	0.00
40R--- 144- ---- -- ------	SPECIAL EDUCATION	4,975.00	0.00	4,975.10	-0.10
40R--- 151- ---- -- ------	INTEREST	99,694.00	9,107.74	98,746.06	947.94
40R--- 195- ---- -- ------	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
40R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
40R--- 199- ---- -- ------	OTHER	0.00	0.00	0.00	0.00
40R--- 350- ---- -- ------	STATE REG TRANSPORTATION	506,652.00	0.00	381,033.87	125,618.13
40R--- 351- ---- -- ------	STATE SP ED TRANSPORTATION	582,384.00	0.00	439,330.23	143,053.77
40R--- 499- ---- -- ------	FEDERAL MISC GRANTS	0.00	0.00	0.00	0.00

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	2023-24 Unexpende
40R--- 799- ---- -- ------	TRANS FROM TORT	0.00	0.00	0.00	0.00
4----- ---- ---- -- ------	TRANSPORTATION	2,424,259.00	9,107.74	2,154,639.59	269,619.41
50R--- 111- ---- -- ------	EDUCATION LEVY	704,924.00	0.00	704,924.68	-0.68
50R--- 115- ---- -- ------	SOCIAL SECURITY/MEDICARE LEVY	799,757.00	0.00	799,757.83	-0.83
50R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
50R--- 123- ---- -- ------	CORP PERS PROP REPLACE TAX	214,056.00	0.00	214,056.61	-0.61
50R--- 151- ---- -- ------	INTEREST	36,695.00	4,587.14	45,252.88	-8,557.88
50R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
50R--- 300- ---- -- ------	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00
5----- ---- ---- -- ------	MUNICIPAL RETIREMENT	1,755,432.00	4,587.14	1,763,992.00	-8,560.00
60R--- 151- ---- -- ------	INTEREST	126,538.00	15,371.40	153,707.12	-27,169.12
60R--- 199- ---- -- ------	OTHER	0.00	50,000.00	50,000.00	-50,000.00
60R--- 300- ---- -- ------	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00
60R--- 499- ---- -- ------	FEDERAL MISC GRANTS	6,614,211.00	1,424,820.00	6,684,857.00	-70,646.00
60R--- 721- ---- -- ------	Principal on Bonds Sold	0.00	0.00	0.00	0.00
60R--- 722- ---- -- ------	PREMIUM ON BONDS	0.00	0.00	0.00	0.00
60R--- 732- ---- -- ------	SALE OF LAND	0.00	0.00	0.00	0.00
6----- ---- ---- -- ------	CAPITAL PROJECT	6,740,749.00	1,490,191.40	6,888,564.12	-147,815.12
70R--- 111- ---- -- ------	EDUCATION LEVY	120,976.00	0.00	120,976.21	-0.21
70R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
70R--- 151- ---- -- ------	INTEREST	100.00	6,538.22	66,681.68	-66,581.68
70R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
7----- ---- ---- -- ------	WORKING CASH	121,076.00	6,538.22	187,657.89	-66,581.89
80R--- 112- ---- -- ------	TORT IMMUNITY LEVY	749,781.00	0.00	749,781.51	-0.51
80R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
80R--- 151- ---- -- ------	INTEREST	1,195.00	169.65	1,885.93	-690.93
80R--- 195- ---- -- ------	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
80R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
80R--- 713- ---- -- ------	TRANSFER-ED	0.00	0.00	0.00	0.00
80R--- 799- ---- -- ------	TRANS FROM TORT	0.00	0.00	0.00	0.00
8----- ---- ---- -- ------	TORT	750,976.00	169.65	751,667.44	-691.44
90R--- 111- ---- -- ------	EDUCATION LEVY	469,813.00	0.00	469,813.86	-0.86
90R--- 121- ---- -- ------	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
90R--- 123- ---- -- ------	CORP PERS PROP REPLACE TAX	0.00	0.00	0.00	0.00
90R--- 151- ---- -- ------	INTEREST	359.00	41.00	481.15	-122.15
90R--- 196- ---- -- ------	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
90R--- 300- ---- -- ------	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00
90R--- 392- ---- -- ------		0.00	0.00	0.00	0.00
90R--- 399- ---- -- ------	STATE RESTRICTED	0.00	0.00	0.00	0.00
9----- ---- ---- -- ------	FIRE PREVENTION & SAFETY	470,172.00	41.00	470,295.01	-123.01

Number of Accounts: 941

********** End of report **********

LOC	Account Level Description	May 2023-24 Endin	May 2023-24 Recei	May 2023-24 Disbu	May 2023-24 Endin
914	SOCCER CHANGE	0.00	0.00	0.00	0.00
922	WRESTLING CHANGE	0.00	0.00	0.00	0.00
984	PEP CLUB CHANGE	0.00	0.00	0.00	0.00
988	TURNER TOURNAMENT CHANGE	0.00	0.00	0.00	0.00
850	ACTV ADMIN COURTESY LIAB	-63.85	0.00	0.00	-63.85
851	ACTV CO REFRESHMENTS	-1,055.67	0.00	0.00	-1,055.67
856	ACTV INTEREST LIAB	-962.03	66.09	29.10	-999.02
857	ACTV INT ON INVESTMENTS LIAB	-13,630.25	322.06	0.00	-13,952.31
859	ACTV SPEC ED TECH LIAB	-400.03	0.00	0.00	-400.03
860	ACTV SPEC ED LD LIAB	-12,497.08	629.00	23.99	-13,102.09
866	ACTV GIFTED LIAB	-171.63	0.00	0.00	-171.63
867	ACTV EARLY YEARS LAIB	-271.73	0.00	0.00	-271.73
875	ACTV EISENHOWER SCH LIAB	-4,968.03	483.84	162.00	-5,289.87
876	ACTV EISENHOWER STORE LIAB	-125.39	0.00	0.00	-125.39
878	ACTV FRANKLIN STDS/NEED LIAB	0.00	0.00	0.00	0.00
879	ACTV FRANKLIN TEACHERS LIAB	0.00	0.00	0.00	0.00
881	ACTV LINCOLN SCHOOL LIAB	-6,391.04	0.00	323.00	-6,068.04
882	ACTV LINCOLN TEACHERS LIAB	0.00	0.00	0.00	0.00
883	ACTV LINC ABE'S BOOKS LIAB	-51.88	0.00	0.00	-51.88
884	ACTV MURRAYVILLE LIAB	-14,363.20	0.00	1,999.42	-12,363.78
885	ACTV MURRAYVILLE LIAB	-4,534.00	11.00	0.00	-4,545.00
886	ACTV MURRAYVILLE LIAB	-88.65	0.00	87.39	-1.26
887	ACTV NORTH SCHOOL LIAB	-2,357.69	465.87	150.87	-2,672.69
890	ACTV SOUTH SCHOOL LIAB	-11,582.98	493.05	245.49	-11,830.54
893	ACTV WASHINGTON PEPSI LIAB	343.17	0.00	0.00	343.17
894	ACTV WASHINGTON SCH LIAB	-8,474.01	167.20	168.00	-8,473.21
895	ACTIV MUSIC - ELEM	-41.12	0.00	0.00	-41.12
900	ACTV JHS ATH OTH LIAB	-21,098.77	1,405.00	121.43	-22,382.34
901	ACTV JHS BASEBALL LIAB	-5,690.53	14,800.00	19,696.00	-794.53
902	ACTV JHS J'ETTES LIAB	-17.07	0.00	0.00	-17.07
903	ACTV JHS CHEERLEADING LIAB	-6,233.14	0.00	0.00	-6,233.14
904	ACTV JHS CROSS CNTRY LIAB	-2,879.84	0.00	0.00	-2,879.84
905	ACTV JHS FCA LIAB	-3.14	0.00	0.00	-3.14
906	ACTV JHS FOOTBALL LIAB	587.81	650.00	0.00	-62.19
907	ACTV JHS BOYS' BASKETBALL LIAB	52.01	0.00	0.00	52.01
908	ACTV JHS BB THNKSG TRNY LIAB	-11,762.34	0.00	0.00	-11,762.34
909	ACTV JHS GIRL'S BASKETBL LIAB	-6,764.82	0.00	0.00	-6,764.82
910	ACTV JHS GIRLS SOCCER LIAB	-9,321.97	3,429.00	6,170.61	-6,580.36
911	ACTV JHS GIRLS TENNIS LIAB	-2,105.34	0.00	0.00	-2,105.34
912	ACTV JHS GIRLS TRACK LIAB	-2,929.61	125.00	0.00	-3,054.61
913	ACTV JHS GOLF LIAB	-1,551.13	0.00	0.00	-1,551.13
914	ACTV JHS BOYS SOCCER LIAB	-44,087.03	0.00	240.00	-43,847.03
915	ACTV JHS SOFTBALL LIAB	-2,100.64	573.75	64.03	-2,610.36
916	ACTV JHS SWIM BOYS LIAB	-345.06	0.00	0.00	-345.06
917	ACTV JHS BOYS TENNIS LIAB	-1,337.99	0.00	0.00	-1,337.99
919	ACTV JHS BOYS TRACK LIAB	-2,190.59	125.00	0.00	-2,315.59
920	ACTV JHS VOLLEYBALL LIAB	-3,581.26	0.00	1,005.90	-2,575.36
921	ACTV JHS WARCUP MEM LIAB	-255.00	0.00	0.00	-255.00
922	ACTV JHS WRESTLING LIAB	-13,673.77	1,600.00	6,660.00	-8,613.77
923	JHS SWIMMING GIRLS	-1,656.87	0.00	0.00	-1,656.87
930	ACTV JHS ART CLUB LIAB	-560.85	0.00	0.00	-560.85
931	ACTV JHS C CLUB LIAB	0.00	0.00	0.00	0.00
932	ACTV JHS CVE CLUB LIAB	-71.58	0.00	0.00	-71.58
934	ACTV JHS - CLASS OF 2020	-1,025.04	2,690.00	2,971.33	-743.71
935	ACTV JHS FFA LIAB	-27,166.87	3,278.25	185.95	-30,259.17
936	ACTV JHS FRENCH CLUB LIAB	0.00	0.00	0.00	0.00
937	ACTV JHS GERMAN CLUB LIAB	-2,392.61	0.00	0.00	-2,392.61

LOC	Account Level Description	May 2023-24 Endin	May 2023-24 Recei	May 2023-24 Disbu	May 2023-24 Endin
938	JHS BAND UNIFORM ACCOUNT	-8,000.00	0.00	0.00	-8,000.00
939	ACTV JHS SCIENCE CLUB LIAB	-10,485.79	250.00	194.23	-10,541.56
940	ACTV JHS BAND LIAB	-1,963.77	0.00	0.00	-1,963.77
941	ACTV JHS CHOIR LIAB	-5,156.42	0.00	0.00	-5,156.42
942	ACTV JHS SCHOLASTIC BOWL LIAB	-81.29	0.00	0.00	-81.29
943	ACTV JHS CLASS OF 2013 LIAB	0.00	0.00	0.00	0.00
944	ACTV JHS CLASS OF 2014 LIAB	0.00	0.00	0.00	0.00
945	ACTV JHS CLASS OF 2015 LIAB	0.00	0.00	0.00	0.00
946	ACTV JHS CLASS OF 2016 LIAB	0.00	0.00	0.00	0.00
947	ACTV JHS CLASS OF 2017 LIAB	0.00	0.00	0.00	0.00
948	ACTV JHS CLASS OF 2018 LIAB	0.00	0.00	0.00	0.00
949	ACTV JHS CLASS OF 2019 LIAB	-402.30	0.00	0.00	-402.30
950	ACTV JHS CHILD CARE EXPR LIAB	-362.66	0.00	0.00	-362.66
951	ACTV JHS CRIMSON J LIAB	-211.74	0.00	0.00	-211.74
952	ACTV JHS CRIMSON TIMES LIAB	-999.51	0.00	0.00	-999.51
953	ACTV JHS DRAMA LIAB	-6,182.70	354.09	768.99	-5,767.80
954	ACTV JHS AG FARM LIAB	-43,251.18	1,353.00	0.00	-44,604.18
955	ACTV JHS FOREIGN LANGUAGE LIAB	0.00	0.00	0.00	0.00
956	ACTV JHS GAPP LIAB	-4,652.97	0.00	5,286.94	633.97
957	ACTV JHS N'TNL HONOR SOC LIAB	-1,434.74	0.00	845.00	-589.74
958	ACTV JHS CLASS OF 2022 LIAB	0.00	0.00	0.00	0.00
959	ACTV JHS REFRESHMENTS LIAB	-61,712.75	2,853.00	5,699.46	-58,866.29
960	ACTV JHS WELDING LIAB	-7,464.54	0.00	0.00	-7,464.54
961	ACTV JHS STDNT GOVERMENT LIAB	-4,662.84	0.00	0.00	-4,662.84
963	ACTC JHS BASS FISHING	-4,904.98	0.00	134.03	-4,770.95
975	ACTV JT BAND/CHORUS LIAB	-13,030.64	0.00	856.06	-12,174.58
976	ACTV JT CHEERLEADING LIAB	-2,627.93	12,256.09	2,440.00	-12,444.02
977	ACTV JT COURTESY LIAB	0.00	0.00	0.00	0.00
978	ACTV JT ECOLOGY CLUB LIAB	0.00	0.00	0.00	0.00
979	ACTV JT ACAD/ATH BOOSTERS LIAB	0.00	0.00	0.00	0.00
980	ACTV JT F.A.M.I.L.Y. LIAB	0.00	0.00	0.00	0.00
981	ACTV JT FUNDRAISING LIAB	-10,500.90	2,353.57	2,284.65	-10,569.82
982	ACTV JT LOUNGE LIAB	-488.56	0.00	0.00	-488.56
983	ACTV JT MEDIA CENTER LIAB	-53.84	0.00	0.00	-53.84
984	ACTV JT PEP CLUB LIAB	-2,107.82	3,508.58	0.00	-5,616.40
985	ACTV JT POM PON LIAB	-1,622.63	0.00	0.00	-1,622.63
986	ACTV JT FIELD TRIP LIAB	-2,071.97	0.00	0.00	-2,071.97
987	ACTV JT STUDENT COUNCIL LIAB	-6,214.62	530.00	293.00	-6,451.62
988	ACTV JT TOURNAMENT LIAB	-86,904.54	1,967.36	6,636.21	-82,235.69
989	ACTV JT YEARBOOK LIAB	-162.43	0.00	0.00	-162.43
990	ACTV JMS Baseball	0.00	0.00	0.00	0.00
991	ACTV JMS SOFTBALL	-1,671.42	0.00	0.00	-1,671.42
992	ACTV JMS THEATRE	-5,494.00	0.00	97.28	-5,396.72
993	ACT VETERENS DAY	-32.00	0.00	0.00	-32.00
994	ACT JMS FOOTBALL	-2,111.21	0.00	0.00	-2,111.21
---		-548,874.82	56,739.80	65,840.36	-539,774.26
Grand Asset Totals		0.00	0.00	0.00	0.00
Grand Liability Totals		-548,874.82	56,739.80	65,840.36	-539,774.26
Grand Totals		-548,874.82	56,739.80	65,840.36	-539,774.26

Number of Accounts: 102

********** End of report **********

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	Unexpended Balanc
10E--- 100- ---- -- ------		0.00	0.00	0.00	0.00
10E--- 110- ---- -- ------	REGULAR EDUCATION	1,217,759.00	46,243.83	579,821.92	637,937.08
10E--- 111- ---- -- ------	ELEMENTARY	6,508,574.00	492,210.00	5,414,272.63	1,094,301.37
10E--- 112- ---- -- ------	JUNIOR HIGH	3,742,144.00	319,810.70	3,395,844.34	346,299.66
10E--- 113- ---- -- ------	HIGH SCHOOL	3,581,371.00	282,806.31	3,123,804.61	457,566.39
10E--- 120- ---- -- ------	SPECIAL EDUCATION	7,388,679.00	685,273.08	6,816,165.45	572,513.55
10E--- 121- ---- -- ------	SPEECH AND LANGUAGE IMPAIRED	2,800.00	159.87	4,186.09	-1,386.09
10E--- 122- ---- -- ------	CROSS CATEGORICAL	35,700.00	796.02	36,448.61	-748.61
10E--- 125- ---- -- ------	TITLE I	1,221,813.00	93,359.61	1,012,191.41	209,621.59
10E--- 140- ---- -- ------	VOCATIONAL PROGRAMS	338,482.00	27,641.39	303,596.64	34,885.36
10E--- 141- ---- -- ------	COMM TECHNOLOGIES	0.00	0.00	0.00	0.00
10E--- 142- ---- -- ------	OCCUPATIONS OF HOME	153,336.00	11,926.36	137,348.27	15,987.73
10E--- 144- ---- -- ------		291,884.00	27,799.10	263,297.28	28,586.72
10E--- 150- ---- -- ------	INTERSCHOLASTIC PROGRAM	1,112,593.00	82,053.25	1,045,601.86	66,991.14
10E--- 160- ---- -- ------	SUMMER SCHOOL PROGRAMS	1,200.00	0.00	471.24	728.76
10E--- 165- ---- -- ------	GIFTED	0.00	0.00	0.00	0.00
10E--- 170- ---- -- ------	DRIVER'S ED PROGRAM	113,775.00	8,666.19	99,331.27	14,443.73
10E--- 180- ---- -- ------	BILINGUAL PROGRAMS	33,000.00	2,491.90	31,163.19	1,836.81
10E--- 190- ---- -- ------	ALTERNATIVE PROGRAMS	0.00	0.00	0.00	0.00
10E--- 191- ---- -- ------		1,456,000.00	166,491.04	1,650,896.62	-194,896.62
10E--- 199- ---- -- ------		0.00	0.00	0.00	0.00
10E--- 211- ---- -- ------	USE SUB ACCOUNT	339,340.00	30,630.59	318,415.48	20,924.52
10E--- 212- ---- -- ------	GUIDANCE SERVICE	888,809.00	81,373.45	866,871.36	21,937.64
10E--- 213- ---- -- ------	HEALTH SERVICES	591,505.00	59,274.55	525,206.85	66,298.15
10E--- 214- ---- -- ------	PSYCHOLOGICAL SERVICE	489,250.00	41,218.50	459,238.85	30,011.15
10E--- 215- ---- -- ------	SPEECH PATHOLOGY & AUDIOLOGY	798,800.00	80,160.25	742,065.96	56,734.04
10E--- 219- ---- -- ------	OTHER SUPPORT SERVICES	89,177.00	9,305.34	82,178.41	6,998.59
10E--- 220- ---- -- ------	SUPPORT SERVICES STAFF	0.00	0.00	0.00	0.00
10E--- 221- ---- -- ------	IMPROVEMENT OF INSTRUCTION SER	678,336.00	49,613.50	530,004.46	148,331.54
10E--- 222- ---- -- ------	MEDIA SERVICE	1,401,025.00	65,971.25	1,147,435.25	253,589.75
10E--- 223- ---- -- ------	ASSESSMENT AND TESTING	40,479.00	0.00	41,150.50	-671.50
10E--- 230- ---- -- ------	SUPPORT SERVICES GEN ADMIN	2,775.00	0.00	11,644.18	-8,869.18
10E--- 231- ---- -- ------	BOARD OF EDUCATION SERVICE	234,924.00	6,598.87	198,180.37	36,743.63
10E--- 232- ---- -- ------	SUPERINTENDENT OFFICE	254,756.00	22,576.63	233,310.66	21,445.34
10E--- 233- ---- -- ------	SPECIAL AREA ADMIN SERV	388,774.00	32,666.61	352,749.78	36,024.22
10E--- 236- ---- -- ------		10,000.00	0.00	0.00	10,000.00
10E--- 240- ---- -- ------	SUPPORT SERVICES SCHOOL ADM	0.00	0.00	0.00	0.00
10E--- 241- ---- -- ------	PRINCIPAL OFFICE	2,286,504.00	185,645.95	2,060,750.43	225,753.57
10E--- 249- ---- -- ------	MEDICAID CLAIMING SERVICES	0.00	0.00	0.00	0.00
10E--- 251- ---- -- ------	DIRECTOR OF BUSINESS	130,274.00	11,114.86	121,051.29	9,222.71
10E--- 252- ---- -- ------	FISCAL SERVICES	417,644.00	18,550.19	288,281.04	129,362.96
10E--- 253- ---- -- ------	FACILITY ACQUISTION & CONST	0.00	0.00	0.00	0.00
10E--- 254- ---- -- ------	OPERATION & MAINTENANCE	177,577.00	1,207.09	127,887.91	49,689.09
10E--- 255- ---- -- ------	TRANSPORTATION SERVICE	44,256.00	1,732.92	26,637.84	17,618.16
10E--- 256- ---- -- ------	FOOD SERVICE	1,576,123.00	185,548.17	1,634,810.03	-58,687.03
10E--- 257- ---- -- ------	INTERNAL SERVICES	2,200.00	0.00	765.85	1,434.15
10E--- 261- ---- -- ------	CENTRAL SUPPORT SERVICES	155,583.00	12,658.72	142,568.70	13,014.30
10E--- 262- ---- -- ------	PLANNING SERVICES	2,000.00	0.00	0.00	2,000.00
10E--- 263- ---- -- ------		0.00	0.00	0.00	0.00
10E--- 264- ---- -- ------	HUMAN RESOURCE	247,300.00	23,932.08	391,130.70	-143,830.70
10E--- 266- ---- -- ------	DATA PROCESSING	0.00	0.00	0.00	0.00
10E--- 290- ---- -- ------	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00
10E--- 300- ---- -- ------	COMMUNITY SERVICES	0.00	0.00	1,770.00	-1,770.00
10E--- 319- ---- -- ------		0.00	0.00	0.00	0.00
10E--- 330- ---- -- ------	CIVIC SERVICES	0.00	0.00	0.00	0.00
10E--- 336- ---- -- ------		0.00	0.00	0.00	0.00
10E--- 370- ---- -- ------	NONPUBLIC SCHOOL PUPILS SERV	146,562.00	12,067.06	131,507.83	15,054.17

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	Unexpended Balanc
10E--- 380- ---- -- ------	HOME/SCHOOL SERVICE	670,009.00	53,012.57	552,231.58	117,777.42
10E--- 390- ---- -- ------	OTHER COMM SERVICES	0.00	0.00	0.00	0.00
10E--- 410- ---- -- ------	PAY OTHER LEA PUPIL SERVICE	0.00	0.00	0.00	0.00
10E--- 411- ---- -- ------	PAYMENTS FOR REG PROGRAMS	0.00	0.00	0.00	0.00
10E--- 412- ---- -- ------	PAY FOR SPEC ED PROGRAMS	912,044.00	52,469.27	1,053,822.09	-141,778.09
10E--- 417- ---- -- ------	COMMUNITY COLLEGE	2,000.00	0.00	3,877.95	-1,877.95
10E--- 419- ---- -- ------	PAY TO OTH GOVT UNITS	0.00	0.00	0.00	0.00
10E--- 422- ---- -- ------	SP ED TUITION IN STATE GOV	529,000.00	35,416.73	409,269.91	119,730.09
10E--- 600- ---- -- ------	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
10E--- 813- ---- -- ------	TRANS TO ED	0.00	0.00	0.00	0.00
10E--- 841- ---- -- ------		83,245.00	32,958.65	106,558.07	-23,313.07
10E--- 851- ---- -- ------		13,518.00	0.00	0.00	13,518.00
10E--- 873- ---- -- ------	OTHER REV PLEDGED TO PAY INT	0.00	0.00	0.00	0.00
10E--- 884- ---- -- ------	TRANS TO CAPITAL PROJECT	0.00	0.00	0.00	0.00
1----- ---- ---- -- ------	EDUCATION	40,802,899.00	3,353,432.45	36,475,814.76	4,327,084.24
20E--- 111- ---- -- ------	ELEMENTARY	0.00	0.00	0.00	0.00
20E--- 113- ---- -- ------	HIGH SCHOOL	0.00	0.00	0.00	0.00
20E--- 120- ---- -- ------	SPECIAL EDUCATION	0.00	0.00	0.00	0.00
20E--- 253- ---- -- ------	FACILITY ACQUISTION & CONST	26,000.00	51,891.63	72,195.88	-46,195.88
20E--- 254- ---- -- ------	OPERATION & MAINTENANCE	6,758,449.00	362,173.41	4,255,502.57	2,502,946.43
20E--- 255- ---- -- ------	TRANSPORTATION SERVICE	4,000.00	0.00	2,326.97	1,673.03
20E--- 600- ---- -- ------	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
20E--- 884- ---- -- ------	TRANS TO CAPITAL PROJECT	0.00	0.00	0.00	0.00
2----- ---- ---- -- ------	OPERATIONS & MAINTENANCE	6,788,449.00	414,065.04	4,330,025.42	2,458,423.58
30E--- 520- ---- -- ------	DEBT SERVICE - INTEREST	1,844,404.00	172,372.50	1,094,574.38	749,829.62
30E--- 530- ---- -- ------	DEBT SERVICE - PRINIPAL	1,090,000.00	0.00	1,090,000.00	0.00
30E--- 540- ---- -- ------	BOND FEE EXPENSE	100,000.00	0.00	1,000.00	99,000.00
30E--- 704- ---- -- ------		0.00	0.00	0.00	0.00
3----- ---- ---- -- ------	DEBT SERVICE	3,034,404.00	172,372.50	2,185,574.38	848,829.62
40E--- 113- ---- -- ------	HIGH SCHOOL	0.00	0.00	0.00	0.00
40E--- 120- ---- -- ------	SPECIAL EDUCATION	0.00	0.00	0.00	0.00
40E--- 254- ---- -- ------	OPERATION & MAINTENANCE	80,000.00	0.00	0.00	80,000.00
40E--- 255- ---- -- ------	TRANSPORTATION SERVICE	2,347,640.00	175,602.79	2,054,311.96	293,328.04
40E--- 520- ---- -- ------	DEBT SERVICE - INTEREST	0.00	0.00	0.00	0.00
40E--- 530- ---- -- ------	DEBT SERVICE - PRINIPAL	0.00	0.00	0.00	0.00
40E--- 600- ---- -- ------	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
40E--- 813- ---- -- ------	TRANS TO ED	0.00	0.00	0.00	0.00
4----- ---- ---- -- ------	TRANSPORTATION	2,427,640.00	175,602.79	2,054,311.96	373,328.04
50E--- 110- ---- -- ------	REGULAR EDUCATION	16,359.00	2,752.56	15,280.87	1,078.13
50E--- 111- ---- -- ------	ELEMENTARY	77,220.00	7,093.36	73,298.24	3,921.76
50E--- 112- ---- -- ------	JUNIOR HIGH	74,670.00	5,810.98	63,468.29	11,201.71
50E--- 113- ---- -- ------	HIGH SCHOOL	42,656.00	3,371.27	37,912.88	4,743.12
50E--- 120- ---- -- ------	SPECIAL EDUCATION	403,733.00	38,845.81	367,690.56	36,042.44
50E--- 121- ---- -- ------	SPEECH AND LANGUAGE IMPAIRED	0.00	0.00	0.00	0.00
50E--- 122- ---- -- ------	CROSS CATEGORICAL	0.00	0.00	0.00	0.00
50E--- 125- ---- -- ------	TITLE I	13,848.00	793.04	9,452.92	4,395.08
50E--- 140- ---- -- ------	VOCATIONAL PROGRAMS	6,526.00	496.67	5,546.19	979.81
50E--- 141- ---- -- ------	COMM TECHNOLOGIES	0.00	0.00	0.00	0.00
50E--- 142- ---- -- ------	OCCUPATIONS OF HOME	1,800.00	127.66	1,513.37	286.63
50E--- 144- ---- -- ------		3,100.00	255.95	2,782.88	317.12
50E--- 150- ---- -- ------	INTERSCHOLASTIC PROGRAM	43,074.00	2,371.91	31,058.89	12,015.11
50E--- 160- ---- -- ------	SUMMER SCHOOL PROGRAMS	0.00	0.00	0.00	0.00
50E--- 165- ---- -- ------	GIFTED	0.00	0.00	0.00	0.00
50E--- 170- ---- -- ------	DRIVER'S ED PROGRAM	1,500.00	98.22	1,154.38	345.62
50E--- 180- ---- -- ------	BILINGUAL PROGRAMS	0.00	0.00	0.00	0.00
50E--- 190- ---- -- ------	ALTERNATIVE PROGRAMS	0.00	0.00	0.00	0.00
50E--- 211- ---- -- ------	USE SUB ACCOUNT	4,000.00	363.60	3,703.38	296.62

Account Number	FUNC	2023-24 Original Budget	May 2023-24 Month	2023-24 FYTD Acti	Unexpended Balanc
50E--- 212- ---- -- ------	GUIDANCE SERVICE	20,989.00	1,647.01	17,694.56	3,294.44
50E--- 213- ---- -- ------	HEALTH SERVICES	71,988.00	6,160.61	62,316.18	9,671.82
50E--- 214- ---- -- ------	PSYCHOLOGICAL SERVICE	5,800.00	488.00	5,295.94	504.06
50E--- 215- ---- -- ------	SPEECH PATHOLOGY & AUDIOLOGY	12,342.00	915.78	9,451.56	2,890.44
50E--- 219- ---- -- ------	OTHER SUPPORT SERVICES	9,300.00	1,028.68	8,912.77	387.23
50E--- 221- ---- -- ------	IMPROVEMENT OF INSTRUCTION SER	19,972.00	1,792.03	17,388.43	2,583.57
50E--- 222- ---- -- ------	MEDIA SERVICE	57,218.00	4,795.63	52,232.72	4,985.28
50E--- 230- ---- -- ------	SUPPORT SERVICES GEN ADMIN	0.00	0.00	103.62	-103.62
50E--- 231- ---- -- ------	BOARD OF EDUCATION SERVICE	3,025.00	249.92	2,680.11	344.89
50E--- 232- ---- -- ------	SUPERINTENDENT OFFICE	3,076.00	253.66	2,791.79	284.21
50E--- 233- ---- -- ------	SPECIAL AREA ADMIN SERV	10,790.00	777.44	8,458.12	2,331.88
50E--- 240- ---- -- ------	SUPPORT SERVICES SCHOOL ADM	0.00	0.00	0.00	0.00
50E--- 241- ---- -- ------	PRINCIPAL OFFICE	346,734.00	6,271.35	68,965.63	277,768.37
50E--- 251- ---- -- ------	DIRECTOR OF BUSINESS	1,400.00	105.14	1,279.25	120.75
50E--- 252- ---- -- ------	FISCAL SERVICES	19,500.00	1,596.71	17,410.16	2,089.84
50E--- 253- ---- -- ------	FACILITY ACQUISTION & CONST	1,050.00	61.06	755.71	294.29
50E--- 254- ---- -- ------	OPERATION & MAINTENANCE	299,775.00	24,858.42	271,772.82	28,002.18
50E--- 255- ---- -- ------	TRANSPORTATION SERVICE	182,624.00	16,375.60	168,104.85	14,519.15
50E--- 256- ---- -- ------	FOOD SERVICE	82,920.00	7,222.19	76,113.26	6,806.74
50E--- 257- ---- -- ------	INTERNAL SERVICES	0.00	0.00	0.00	0.00
50E--- 261- ---- -- ------	CENTRAL SUPPORT SERVICES	2,500.00	163.26	1,795.87	704.13
50E--- 264- ---- -- ------	HUMAN RESOURCE	27,500.00	2,717.60	27,753.79	-253.79
50E--- 266- ---- -- ------	DATA PROCESSING	0.00	0.00	0.00	0.00
50E--- 290- ---- -- ------	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00
50E--- 300- ---- -- ------	COMMUNITY SERVICES	0.00	0.00	0.00	0.00
50E--- 330- ---- -- ------	CIVIC SERVICES	0.00	0.00	0.00	0.00
50E--- 370- ---- -- ------	NONPUBLIC SCHOOL PUPILS SERV	5,389.00	90.32	1,072.23	4,316.77
50E--- 380- ---- -- ------	HOME/SCHOOL SERVICE	60,839.00	4,718.28	49,708.70	11,130.30
5----- ---- ---- -- ------	MUNICIPAL RETIREMENT	1,933,217.00	144,669.72	1,484,920.92	448,296.08
60E--- 222- ---- -- ------	MEDIA SERVICE	0.00	0.00	0.00	0.00
60E--- 253- ---- -- ------	FACILITY ACQUISTION & CONST	10,801,542.00	866,205.32	7,953,967.78	2,847,574.22
60E--- 254- ---- -- ------	OPERATION & MAINTENANCE	0.00	0.00	79,768.91	-79,768.91
6----- ---- ---- -- ------	CAPITAL PROJECT	10,801,542.00	866,205.32	8,033,736.69	2,767,805.31
80E--- 231- ---- -- ------	BOARD OF EDUCATION SERVICE	0.00	0.00	0.00	0.00
80E--- 236- ---- -- ------		51,702.00	0.00	22,366.76	29,335.24
80E--- 254- ---- -- ------	OPERATION & MAINTENANCE	267,983.00	0.00	12,074.00	255,909.00
80E--- 255- ---- -- ------	TRANSPORTATION SERVICE	32,615.00	0.00	0.00	32,615.00
80E--- 290- ---- -- ------	OTHER SUPPORT SERVICES	447,700.00	0.00	0.00	447,700.00
80E--- 381- ---- -- ------	UNEMPLOYMENT INSURANCE PAYMENT	0.00	0.00	0.00	0.00
80E--- 813- ---- -- ------	TRANS TO ED	0.00	0.00	0.00	0.00
80E--- 899- ---- -- ------	TRANSF TO O & M	0.00	0.00	0.00	0.00
8----- ---- ---- -- ------	TORT	800,000.00	0.00	34,440.76	765,559.24
90E--- 253- ---- -- ------	FACILITY ACQUISTION & CONST	0.00	0.00	0.00	0.00
90E--- 254- ---- -- ------	OPERATION & MAINTENANCE	500,000.00	0.00	468,755.09	31,244.91
9----- ---- ---- -- ------	FIRE PREVENTION & SAFETY	500,000.00	0.00	468,755.09	31,244.91

Number of Accounts: 13124

********** End of report **********