

McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, July 15, 2026

Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)

Normal West High School

501 N Parkside Rd

Normal, IL 61761

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION (5:30p.m.)

Recommended motion: Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

- 2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees 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 and
- 2(c)(2) 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 and
- 2(c)(9) Student disciplinary cases and
- 2(c)(11) 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.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. PUBLIC HEARING

A Public Hearing on the Proposal for Renewal of a Research-Based E-Learning Program

3

7. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

A Good News - NCWHS Track

8. SUPERINTENDENT COMMENTS

9. PUBLIC COMMENTS

10. REPORTS

A Unit 5 Foundation

B Panorama Report

11

C Requests for Information Pursuant to the Illinois Freedom of Information Act
The District has received and processed the following requests for information:

1 FOIA List 07.15.26

25

D Field Trips/Overnight Trips

11. ACTION

A APPROVE RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT
SCHOOL, DISTRICT NO.5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS,
RENEWING A RESEARCH-BASED E-LEARNING DAY PROGRAM

26

B Approve Panorama Service Order

37

C Approve Memorandum of Understanding for School Resource Officer Program
with the City of Bloomington

48

12. CONSENT AGENDA

A Approval of Minutes

Minutes are not released for public viewing until approved by the Board of Education

1 06.23.26 Regular Minutes

2 06.23.26 Closed Minutes

B Personnel Matters	81
C Payment of Bills and Payrolls	
1 Bills & Payrolls Reports	84
D Approve Board Policies, Administrative Procedures, and Exhibits	
1 Section 2 - Board of Education	
a. Exhibit 2.140-E1 Guidance for Board Member Communications, Including Email Use (revised 06-17-26)	125
b. Exhibit 2.250-E2 Immediately Available District Public Records and Web-Posted Reports and Records (revised 06-17-26)	129
2 Section 4 - Operational Services	
a. Exhibit 4.170-AP6, E2 Notification to Staff and Parents-Guardians of CPR and AED Video (revised 06-17-26)	141
3 Section 5 - Personnel	
a. Policy 5.30 Hiring Process and Criteria (revised 06-17-26)	142
b. Policy 5.50 Drug and Alcohol Free Workplace Tobacco Prohibition (revised 06-17-26)	145
c. Exhibit 5.30-AP2, E1 Notice of Preliminary Hiring Decision Based on Conviction Record (revised 06-17-26)	149
d. Exhibit 5.30-AP2, E2 Notice of Final Hiring Decision Based on Conviction Record (revised 06-17-26)	151
4 Section 7 - Students	
a. Policy 7.20 Harassment of Students Prohibited (revised 06-17-26)	153
b. Policy 7.50 School Admissions; Student Transfers To and From Non-District Schools; Re-Enrollment (revised 06-17-26)	157
c. Policy 7.100 Health, Eye, and Dental Examinations Immunizations and Exclusion of Students (revised 06-17-26)	160
d. Policy 7.185 Teen Dating Violence Prohibited (revised 06-17-26)	164
e. Policy 7.220 Bus Conduct	166
f. Policy 7.230 Misconduct by Students with Disabilities (revised 06-17-26)	168
g. Policy 7.240 Conduct Code for Participants in Co-Curricular Activities (revised 06-17-26)	169
h. Policy 7.260 Exemption From Physical Education (revised 06-17-26)	171
i. Policy 7.300 Extracurricular Athletics (revised 06-17-26)	173
j. Administrative Procedure 7.250-AP2 Bed Bug Protocol (renumbered 06-17-26)	
5 Section 8: Community Relations	
a. Policy 8.90 Parent Organizations (revised 06-17-26)	174
E Approve Requests for Authorization to Use Fire Prevention and Safety Funds	
1 CJHS Amendment #43	175
F Approve Resolution of the Board of Education Community Unit School District No. 5, McLean and Woodford Counties, Illinois Authorizing Interfund Loans From Fund Reserves to Other Funds	180
G Approve Resolution of the Board of Education Community Unit School District No. 5, McLean and Woodford Counties, Illinois Authorizing Interfund Loans From Working Cash Fund to Other Funds	181
H Approve 2026-2027 Student Handbook	182
I Approve 26-27 School Improvement Plans	302
13. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS	
14. ADJOURNMENT	

RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, RENEWING A RESEARCH-BASED E-LEARNING DAY PROGRAM

WHEREAS, pursuant to 105 ILCS 5/10-20.56, the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") may by resolution adopt a research-based program for e-learning days district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of the Illinois School Code; and

WHEREAS, the research-based program may not exceed the minimum number of emergency days in the approved school calendar and must be verified by the regional office of education for the District to ensure access for all students.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:

SECTION 1. The Board renews and adopts the research-based program for e-learning days attached hereto as Exhibit A (the "E-Learning Day Program") permitting student instruction to be received electronically while students are not physically present in lieu of the District's scheduled emergency days as required by Section 10-19 of the Illinois School Code.

SECTION 2. The E-Learning Day Program contains provisions designed to reasonably and practicably accomplish the following:

- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day;
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology;
- Ensure appropriate learning opportunities for students with special needs;
- Monitor and verify each student's electronic participation;
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning;
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning;
- Provide staff and students with adequate training for e-learning days' participation;
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day;
- Review and revise the program as implemented to address difficulties confronted;

- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day in a school year.

SECTION 3. The term of the District's E-Learning Day Program shall be for a period of three school years including the 2026-2027, 2027-2028, and 2028-2029 school years.

SECTION 4. The District Administration shall forward a copy of this Resolution including the E-Learning Day Program and E-Learning Day Plan Document to the Regional Office of Education #17 for verification.

SECTION 5. This Resolution shall be in full force and effect upon its adoption.

PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, BY A MAJORITY OF THE BOARD IN REGULAR AND PUBLIC SESSION THIS 15th DAY OF JULY, 2026.

AYES:

NAYS:

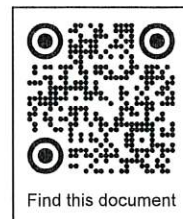
ABSENT:

President, Board of Education

ATTEST:

Secretary, Board of Education

EXHIBIT A


ROE/ISC DEPARTMENT

According to Section 10-20.56 of the School Code [[105 ILCS 5/10-20.56](#)], school districts may, by adopted resolution, utilize “e-learning days” in lieu of emergency days. The number of e-learning days may not exceed the minimum number of proposed emergency days for an approved school calendar. The district’s e-learning program must be verified by the regional office of education or intermediate service center for the school district prior to implementation. The school board must hold a public hearing prior to initial adoption or renewal of an e-learning program.

Please provide the dates for each procedural requirement as outlined below.

- District Name: CUSD No. 5, McLean and Woodford Co., Ill.
- Publication in a newspaper of general circulation in the school district at least 10 days prior to hearing
 Date of Publication: 07/02/2026
- Written or electronic notice designed to reach the parents or guardians of all students enrolled in the district at least 10 days prior to hearing
 Date of Notification: 06/29/2026
- Written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and all those employees not in a collective bargaining unit at least 10 days prior to hearing
 Date of Notification: 06/29/2026
- The school board’s approval of a district’s initial e-learning program and renewal of the e-learning program shall be for a term of 3 years that coincides with the school year calendar.
 Date of Public Hearing: 07/15/2026 Date of Board Meeting/Resolution: 07/15/2026

Note: A district that has an approved e-learning program must utilize all five e-learning days in addition to all proposed emergency days before ISBE will consider approving Act of God Days.

Annually, the regional office of education or intermediate service center for the school district must verify that the e-learning proposal will: 1) ensure access for all students; ensure that the specific needs of all students are met, including special education students and English learners; ensure that all mandates are still met using the e-Learning program adopted; and 2) contain provisions designed to reasonably and practicably accomplish the following:

- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology
- Ensure appropriate learning opportunities for students with special needs
- Monitor and verify each student's electronic participation
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning
- Provide staff and students with adequate training for e-learning days' participation
- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program

- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day
- Review and revise the program as implemented to address difficulties confronted
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day

_____ Verified by: School Dist. Superintendent (printed)	_____ Signature*	_____ Date (for initial adoption or renewal)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 1)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 2)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 3)

**Supporting documentation for any/all items listed may be required by the regional office of education or intermediate service center.*

E-Learning Day Plan Document 2026-2029

School Code Requirement	District Plan Response
1. Show evidence that Board of Education has i. Given notice of public hearing in newspaper of general circulation ii. Provided written or electronic notice to parents or guardians of hearing iii. Written or electronic notice of hearing to any exclusive collective bargaining unit	{include on e-Learning Program Verification Form}
2. Show evidence of adopted board resolution of research based program(s) for e-learning days. Describe technology, techniques and procedures that will be used on e-learning days	{include on e-Learning Program Verification Form}
3. Identify hardware and software is required by teachers and staff for the program.	Teachers will need laptops and access to District supported platforms.
4. Do all teachers and staff have access to the hardware and software required to deliver the e-learning program?	Yes. All teachers have laptops and access to all software, programs, and web-based video conferencing (e.g. Google Meet, communication (e.g. Gmail, Parent Square, Infinite Campus), and instructional platforms used by the District (e.g. SeeSaw, Google Classroom, Teaching Strategies)
5. How will the district ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day?	The District's Letter of Understanding with the Unit Five Education Association requires bargaining unit members be digitally available to students and parents from 8:45am-1:45pm and includes synchronous and asynchronous instruction, grading and assessment, planning, providing student feedback, and/or communicating with students and families.
6. How will the district ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program?	All K-12 students will have District issued 1:1 devices (e.g. tablets or Chromebooks) and Pre-K students will have family issued devices (if requested). The District has hot spots available for families that need access.
7. How will the district ensure that non-electronic materials are made available to students participating in the program who do not have access to the required technology or to participating teachers or students who are	Access to the required technology for students or teachers should not be an issue since the District has provided devices and options for access to students and teachers. However, hard copies will be provided when requested or when non-electronic activities are required.

prevented from accessing the required technology?	
8. How will the district ensure appropriate learning opportunities for students with special needs?	Learning opportunities for students with special needs will be evaluated to ensure activities are at the level of each student/will be created by special education teachers to ensure work towards goals and objectives is present. Special education teachers will be accessible throughout the day for electronic communication/support for students.
9. How will the district ensure appropriate learning opportunities for students with English Learners?	Activities will be created to meet learning needs and levels of every student including EL students. Modifications or additional resources may be provided (depending on the student) regarding vocabulary and alternatives for expressive language.
10. How will the district ensure appropriate learning opportunities for other students' unique needs as identified by the district?	Staff recognize the unique individual needs of students and will provide choices for students to ensure appropriate learning opportunities for all.
11. How will the district monitor and verify each student's electronic participation?	Attendance will be taken and recorded in Infinite Campus daily. This may take place during synchronous instructional times, through the completion of assignments (e.g. Google Classroom), or other student/parent check in means (e.g. parent email).
12. How will the district address the extent to which student participation is within the student's control as to the time, pace, and means of learning?	Teachers will provide deadlines for electronic and paper work submission (e.g. Google Classroom). Teachers have the discretion to adjust timelines based on student needs, extenuating circumstances, etc. just as they do with daily assignments throughout the year.
13. How will the district provide effective notice to students and their parents or guardians of the use of particular days for e-learning?	Parents will be notified electronically (e.g. website, email, etc.), a phone message will be sent, and TV and radio stations will be notified. This is the traditional method of notifying parents on an emergency day. The e-learning day will be noted in all announcements when the school day has been canceled.
14. How will the district provide staff and students with adequate training for e-learning days' participation?	The District will provide training to staff on institute and half day school improvement days, new teachers will receive training on electronic platforms, and teachers will work with students to train them how to use instructional devices, platforms, and etiquette.
15. How will the district ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining	The District has notified the exclusive representatives of each of its collective bargaining units and all staff regarding its e-learning day program. The District entered into letters of understanding with all exclusive representatives regarding the e-learning program. The District will continue to meet its obligations to bargain the impact of the e-learning program on wages, hours, terms and conditions of employment.

agreements and who would be affected in the event of an e-learning day?	
16. How will the district review and revise the program as implemented to address difficulties confronted?	A survey was provided in the Fall of 2025 to families and Spring of 2026 to staff, to provide feedback. The planning team reviewed results and revised the plan as necessary based on the results.
17. How will the district ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day?	Each Fall the District communicates its expectations and responsibilities of staff in writing. Time is then allowed to prepare to meet these expectations. The District communicates each November to students and families the expectations and responsibilities for e-learning via emails, District website, and school messages.

From Measurement to Action

Upgrading Our Climate
and SEL Feedback System
with Panorama Education



Great Schools Listen



12

To build a better district, we must evolve how we capture the voices of those who matter most.

Introducing Panorama Education

A holistic K-12 listening platform for school climate, SEL, and strategic feedback.



PANORAMA
EDUCATION

**15
Million**

Students supported
nationwide.

2,000

Partner districts
across the country.



Developed with
researchers at the
Harvard Graduate School
of Education to ensure
advanced, bias-free
survey design.

Graduating from the 5 Essentials

The Ceiling of 5 Essentials

Slow Data: Surveys taken in Feb/March; results not available until June.

Rigid Tool: A “one-size-fits-all” instrument with no ability to ask local questions.

Broad Comparisons: Only provides generic state-wide percentile ranks.

The Catalyst for Change

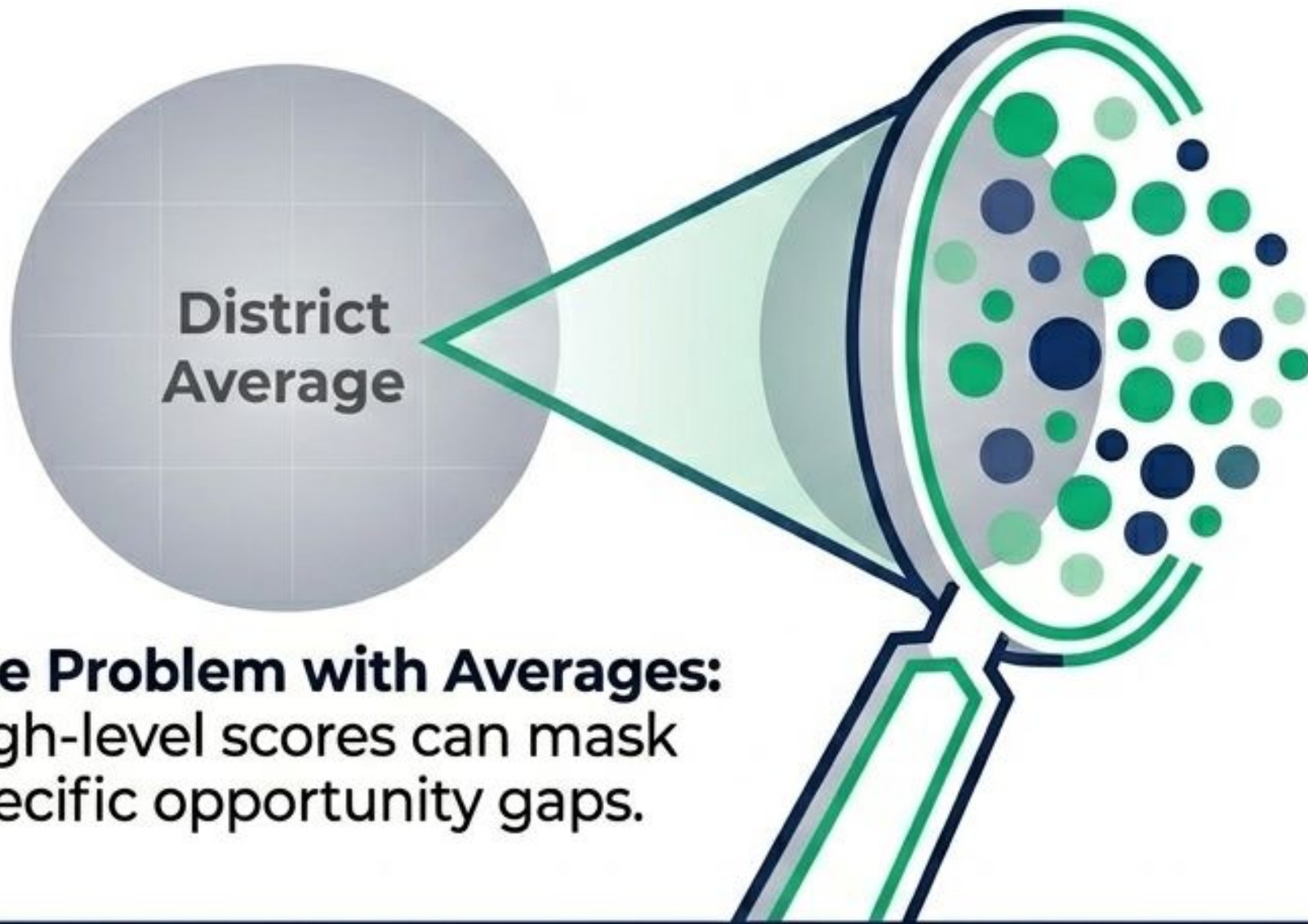
Unit 5 has outgrown these limitations. We need an ISBE-approved alternative that delivers real-time, customizable, and highly targeted insights.

A Strategic Upgrade: Head-to-Head

Dimension	5 Essentials	Panorama
Results Timing	May/June (End of year)	 80% immediate; fully finalized in 5 business days.
Questions	Fixed, one-size-fits-all.	 800+ pre-validated questions plus unlimited custom local questions.
Benchmarking	Broad statewide percentile rank.	 Apples-to-apples comparison against districts with similar demographics.
Visibility	School-level data only.	 Full integration with Infinite Campus for District, School, and Student Group views.

15

Ensuring Every Voice is Heard



The Problem with Averages:
High-level scores can mask specific opportunity gaps.

The Panorama Advantage:

Because it syncs directly with Infinite Campus, administrators can seamlessly disaggregate data by:



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Equity requires granularity. We can now **precisely identify who needs support and where.**

Benchmarking That Matters

The Old Way



A single statewide percentile rank forces comparisons between vastly different communities.

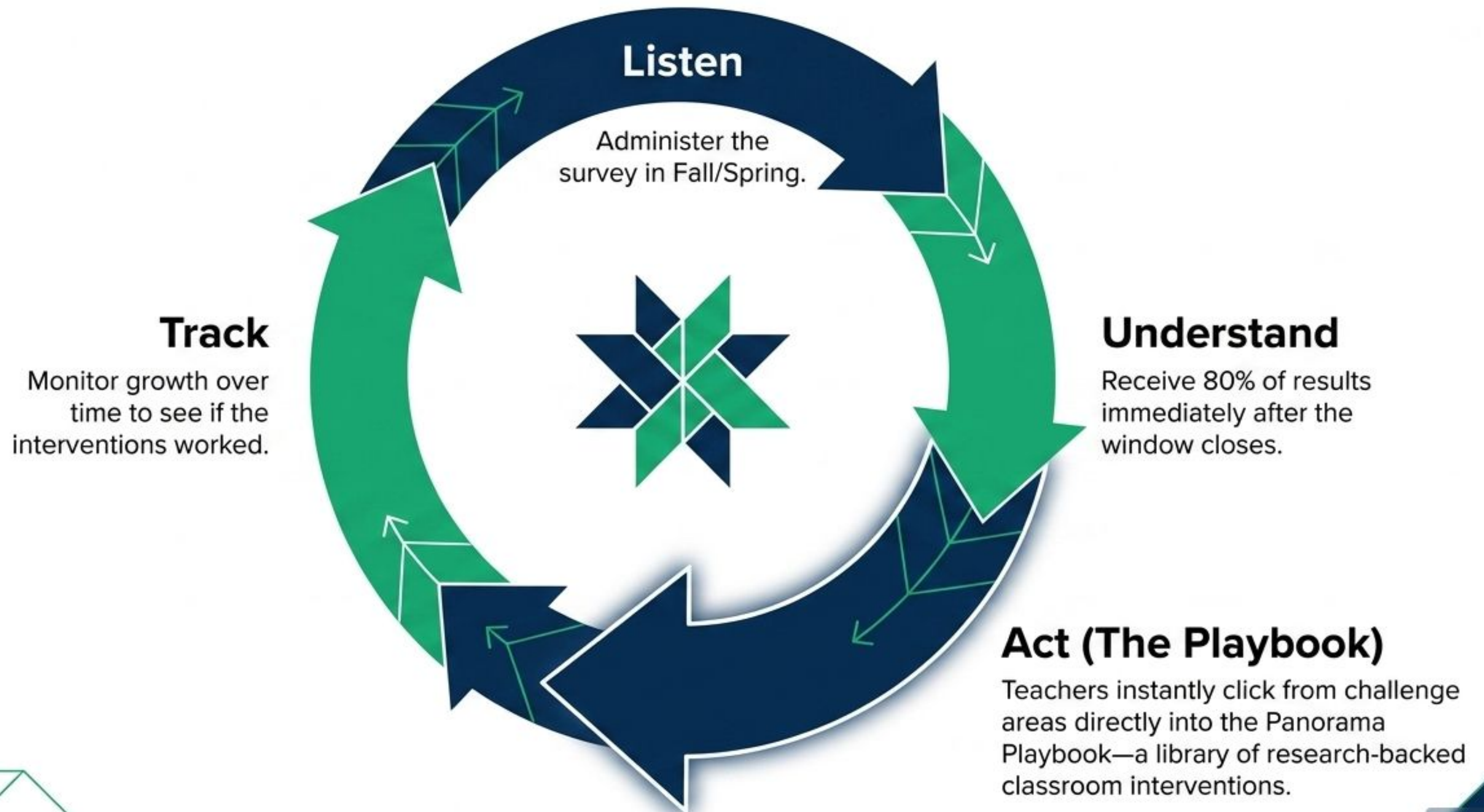
The Panorama Way



Comparing Unit 5 against thousands of schools nationally, filtered specifically for similar demographic and geographic characteristics.

True insight comes from comparing apples to apples. We measure responses against our actual peers to find real areas for growth.

From Measurement to Action



The Family Experience

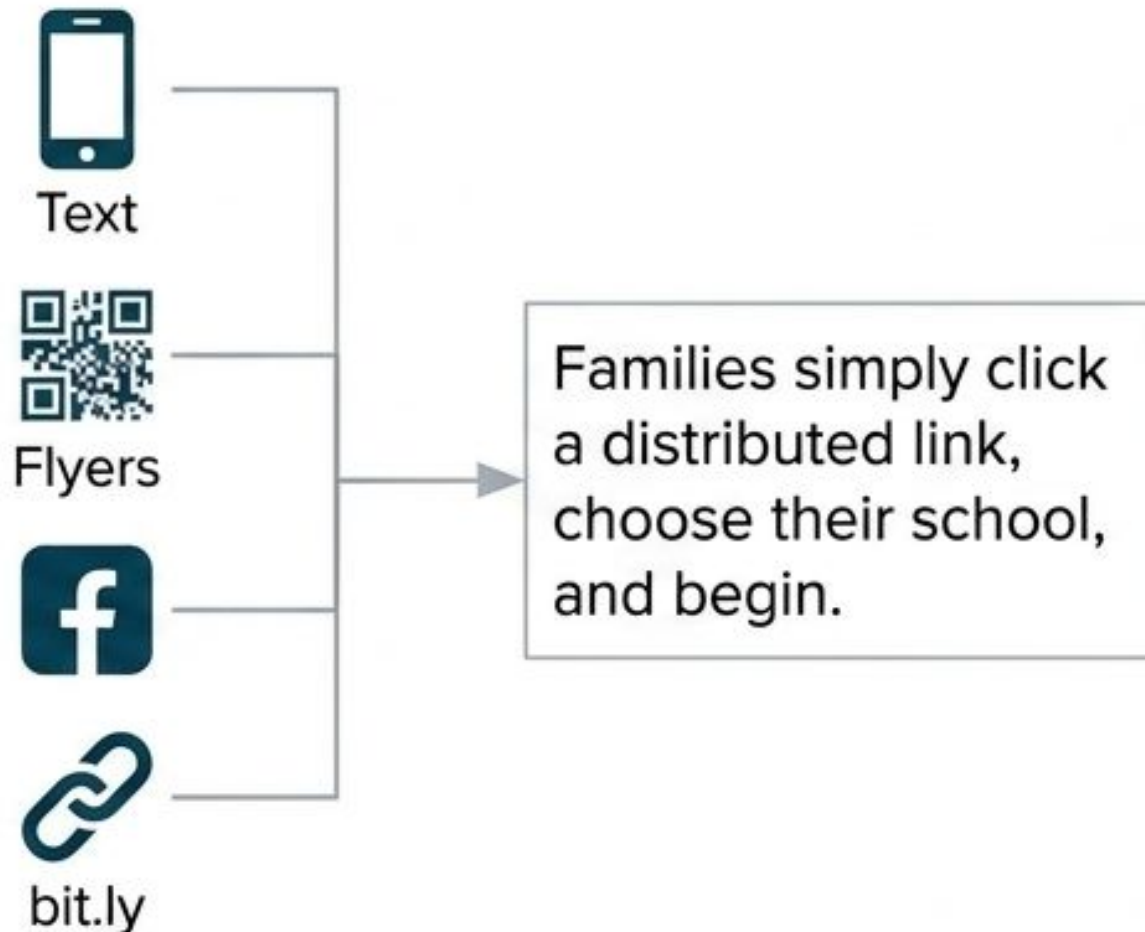
Surveys can be taken online on any internet-connected device.



Step 1: Seamless Access

Zero technical barriers to entry.

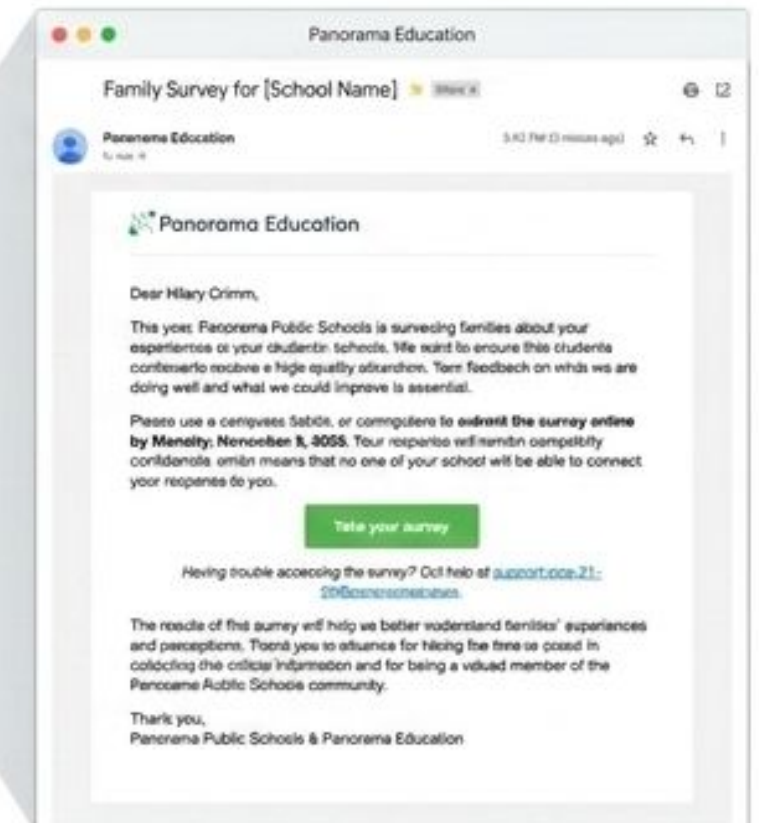
Path A: Anonymous Access



Path B: Confidential Access

Unique, secure links emailed directly to families. Responses remain strictly confidential.

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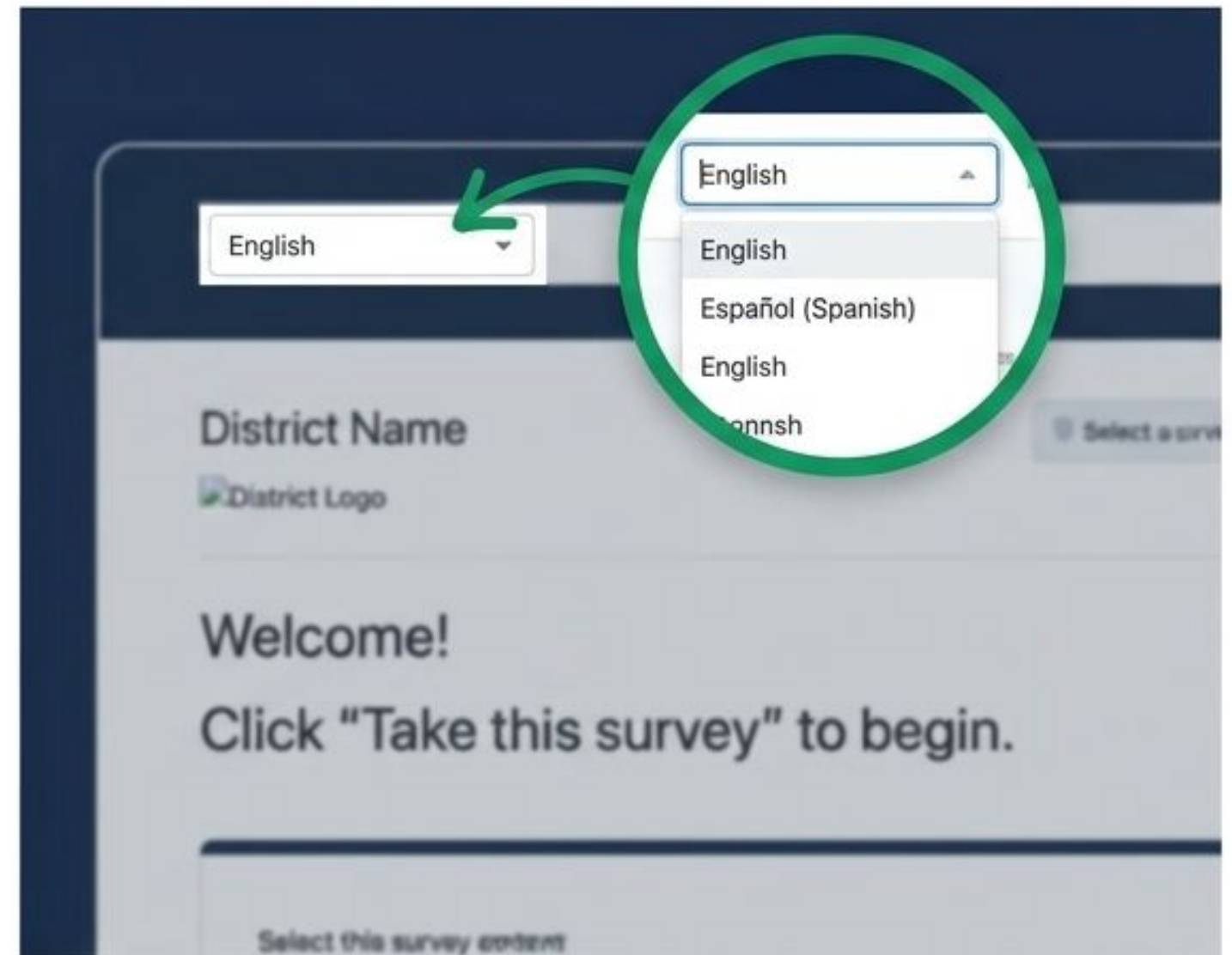


Step 2: True Inclusivity

Respecting the language needs of our community

Survey takers can instantly select the language they are most comfortable with before they even begin.

Panorama supports a comprehensive list of languages, ensuring no family is left out of the conversation.



Step 3: Fast & Intuitive

Respecting Your Time.



Questions are worded clearly and positively.



No confusing “Agree/Disagree” matrixes; responses use clear, verbally labeled options (e.g., “Not at all excited” to “Extremely excited”).



Clean, distraction-free interface.

45. Overall, how much respect do you think the children at your child's school have for the staff?

Almost no
respect

☐

A little bit of
respect

☐

Some respect

☐

Quite a bit of
respect

☐

A tremendous
amount of respect

☐

Clear

46. Overall, how much respect do you think the teachers at your child's school have for the children?

Almost no
respect

☐

A little bit of
respect

☐

Some respect

☐

Quite a bit of
respect

☐

A tremendous
amount of respect

☐

Clear

Submit

22

Asking the Right Questions for Unit 5



Equipping Leaders for the Road Ahead

Investing in Panorama means moving from measuring school climate to actively improving it.



24

A high-definition toolkit built to respect your time and amplify your impact.

Requests for Information Pursuant to the Illinois Freedom of Information Act
The District has received and processed the following requests for information:

1. Judiciocracy, responded 6.25.26
2. Jared Gahm, responded 6.29.26
3. Curtis Squires, responded 6.29.26
4. Lauren Warnecke (WGLT), responded 6.30.36

RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, RENEWING A RESEARCH-BASED E-LEARNING DAY PROGRAM

WHEREAS, pursuant to 105 ILCS 5/10-20.56, the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") may by resolution adopt a research-based program for e-learning days district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of the Illinois School Code; and

WHEREAS, the research-based program may not exceed the minimum number of emergency days in the approved school calendar and must be verified by the regional office of education for the District to ensure access for all students.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:

SECTION 1. The Board renews and adopts the research-based program for e-learning days attached hereto as Exhibit A (the "E-Learning Day Program") permitting student instruction to be received electronically while students are not physically present in lieu of the District's scheduled emergency days as required by Section 10-19 of the Illinois School Code.

SECTION 2. The E-Learning Day Program contains provisions designed to reasonably and practicably accomplish the following:

- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day;
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology;
- Ensure appropriate learning opportunities for students with special needs;
- Monitor and verify each student's electronic participation;
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning;
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning;
- Provide staff and students with adequate training for e-learning days' participation;
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day;
- Review and revise the program as implemented to address difficulties confronted;

- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day in a school year.

SECTION 3. The term of the District's E-Learning Day Program shall be for a period of three school years including the 2026-2027, 2027-2028, and 2028-2029 school years.

SECTION 4. The District Administration shall forward a copy of this Resolution including the E-Learning Day Program and E-Learning Day Plan Document to the Regional Office of Education #17 for verification.

SECTION 5. This Resolution shall be in full force and effect upon its adoption.

PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, BY A MAJORITY OF THE BOARD IN REGULAR AND PUBLIC SESSION THIS 15th DAY OF JULY, 2026.

AYES:

NAYS:

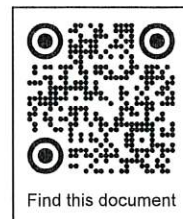
ABSENT:

President, Board of Education

ATTEST:

Secretary, Board of Education

EXHIBIT A



ROE/ISC DEPARTMENT

According to Section 10-20.56 of the School Code [[105 ILCS 5/10-20.56](#)], school districts may, by adopted resolution, utilize “e-learning days” in lieu of emergency days. The number of e-learning days may not exceed the minimum number of proposed emergency days for an approved school calendar. The district’s e-learning program must be verified by the regional office of education or intermediate service center for the school district prior to implementation. The school board must hold a public hearing prior to initial adoption or renewal of an e-learning program.

Please provide the dates for each procedural requirement as outlined below.

- District Name: CUSD No. 5, McLean and Woodford Co., Ill.
- Publication in a newspaper of general circulation in the school district at least 10 days prior to hearing
Date of Publication: 07/02/2026
- Written or electronic notice designed to reach the parents or guardians of all students enrolled in the district at least 10 days prior to hearing
Date of Notification: 06/29/2026
- Written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and all those employees not in a collective bargaining unit at least 10 days prior to hearing
Date of Notification: 06/29/2026
- The school board’s approval of a district’s initial e-learning program and renewal of the e-learning program shall be for a term of 3 years that coincides with the school year calendar.
Date of Public Hearing: 07/15/2026 Date of Board Meeting/Resolution: 07/15/2026

Note: A district that has an approved e-learning program must utilize all five e-learning days in addition to all proposed emergency days before ISBE will consider approving Act of God Days.

Annually, the regional office of education or intermediate service center for the school district must verify that the e-learning proposal will: 1) ensure access for all students; ensure that the specific needs of all students are met, including special education students and English learners; ensure that all mandates are still met using the e-Learning program adopted; and 2) contain provisions designed to reasonably and practicably accomplish the following:

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- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology
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- Provide staff and students with adequate training for e-learning days' participation
- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program

- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day
- Review and revise the program as implemented to address difficulties confronted
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day

_____ Verified by: School Dist. Superintendent (printed)	_____ Signature*	_____ Date (for initial adoption or renewal)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 1)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 2)
_____ Verified by: Regional Superintendent (printed)	_____ Signature	_____ Date (Verification Year 3)

**Supporting documentation for any/all items listed may be required by the regional office of education or intermediate service center.*

E-Learning Day Plan Document 2026-2029

School Code Requirement	District Plan Response
1. Show evidence that Board of Education has i. Given notice of public hearing in newspaper of general circulation ii. Provided written or electronic notice to parents or guardians of hearing iii. Written or electronic notice of hearing to any exclusive collective bargaining unit	{include on e-Learning Program Verification Form}
2. Show evidence of adopted board resolution of research based program(s) for e-learning days. Describe technology, techniques and procedures that will be used on e-learning days	{include on e-Learning Program Verification Form}
3. Identify hardware and software is required by teachers and staff for the program.	Teachers will need laptops and access to District supported platforms.
4. Do all teachers and staff have access to the hardware and software required to deliver the e-learning program?	Yes. All teachers have laptops and access to all software, programs, and web-based video conferencing (e.g. Google Meet, communication (e.g. Gmail, Parent Square, Infinite Campus), and instructional platforms used by the District (e.g. SeeSaw, Google Classroom, Teaching Strategies)
5. How will the district ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day?	The District's Letter of Understanding with the Unit Five Education Association requires bargaining unit members be digitally available to students and parents from 8:45am-1:45pm and includes synchronous and asynchronous instruction, grading and assessment, planning, providing student feedback, and/or communicating with students and families.
6. How will the district ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program?	All K-12 students will have District issued 1:1 devices (e.g. tablets or Chromebooks) and Pre-K students will have family issued devices (if requested). The District has hot spots available for families that need access.
7. How will the district ensure that non-electronic materials are made available to students participating in the program who do not have access to the required technology or to participating teachers or students who are	Access to the required technology for students or teachers should not be an issue since the District has provided devices and options for access to students and teachers. However, hard copies will be provided when requested or when non-electronic activities are required.

prevented from accessing the required technology?	
8. How will the district ensure appropriate learning opportunities for students with special needs?	Learning opportunities for students with special needs will be evaluated to ensure activities are at the level of each student/will be created by special education teachers to ensure work towards goals and objectives is present. Special education teachers will be accessible throughout the day for electronic communication/support for students.
9. How will the district ensure appropriate learning opportunities for students with English Learners?	Activities will be created to meet learning needs and levels of every student including EL students. Modifications or additional resources may be provided (depending on the student) regarding vocabulary and alternatives for expressive language.
10. How will the district ensure appropriate learning opportunities for other students' unique needs as identified by the district?	Staff recognize the unique individual needs of students and will provide choices for students to ensure appropriate learning opportunities for all.
11. How will the district monitor and verify each student's electronic participation?	Attendance will be taken and recorded in Infinite Campus daily. This may take place during synchronous instructional times, through the completion of assignments (e.g. Google Classroom), or other student/parent check in means (e.g. parent email).
12. How will the district address the extent to which student participation is within the student's control as to the time, pace, and means of learning?	Teachers will provide deadlines for electronic and paper work submission (e.g. Google Classroom). Teachers have the discretion to adjust timelines based on student needs, extenuating circumstances, etc. just as they do with daily assignments throughout the year.
13. How will the district provide effective notice to students and their parents or guardians of the use of particular days for e-learning?	Parents will be notified electronically (e.g. website, email, etc.), a phone message will be sent, and TV and radio stations will be notified. This is the traditional method of notifying parents on an emergency day. The e-learning day will be noted in all announcements when the school day has been canceled.
14. How will the district provide staff and students with adequate training for e-learning days' participation?	The District will provide training to staff on institute and half day school improvement days, new teachers will receive training on electronic platforms, and teachers will work with students to train them how to use instructional devices, platforms, and etiquette.
15. How will the district ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining	The District has notified the exclusive representatives of each of its collective bargaining units and all staff regarding its e-learning day program. The District entered into letters of understanding with all exclusive representatives regarding the e-learning program. The District will continue to meet its obligations to bargain the impact of the e-learning program on wages, hours, terms and conditions of employment.

agreements and who would be affected in the event of an e-learning day?	
16. How will the district review and revise the program as implemented to address difficulties confronted?	A survey was provided in the Fall of 2025 to families and Spring of 2026 to staff, to provide feedback. The planning team reviewed results and revised the plan as necessary based on the results.
17. How will the district ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day?	Each Fall the District communicates its expectations and responsibilities of staff in writing. Time is then allowed to prepare to meet these expectations. The District communicates each November to students and families the expectations and responsibilities for e-learning via emails, District website, and school messages.

McLean County Unit District No. 5
1809 West Hovey Avenue
Normal, Illinois 61761-4339



To: Unit 5 Board of Education and Dr. Weikle

From: Michelle Lamboley, Assistant Superintendent
Kris Pennington, Director of Early Learning
Maureen Backe, Director of Elementary Education
Deidre Ripka, Director of Secondary Education

Date: June 25, 2026

Re: E-Learning Plan Updates

School Districts may utilize e-learning days in lieu of emergency days. The plan for these days must be reviewed and adopted every 3 years. In order to prepare for the 2026-2029 adoption, the following was completed:

- Data was collected from parents as part of the calendar survey in the Fall of 2025. Survey results indicated that 68.1% of families and staff preferred to use e-learning days in lieu of snow days.
- Data was collected in February 2026 from staff at all levels to gain feedback on the current schedule and expectations. 65.2% of Early Learning Staff, 71.6% of Elementary Staff, and 92.2% of Secondary Staff reported they were very satisfied or neutral on the current schedule and expectations.
- Work to review and update the current schedule and expectations was completed with input from specific early learning, elementary, and secondary staff.

The following updates have been made to each level based on the feedback from the survey and input from the task forces:

Early Learning

- Synchronous instruction has been updated to a more age-appropriate timeframe, and additional asynchronous activities have been added for families.
- A Program-wide spreadsheet for Google Meets Family links has been created to provide better communication between home and school so that office staff can provide Google Meet links to families who may call into the office.
- Program-wide common time for all classrooms to provide synchronous instruction.
Program-wide common time for office hours.

Elementary

- Standardized eLearning Access: Classroom teachers will provide the primary student access link, and area teachers will join through that link, creating a simpler and more consistent experience for students and families.
- Created Grade-Level Resources: Developed sample schedules and guidance for synchronous and asynchronous learning to provide consistency across schools
- Clarified Live Instruction Expectations: Reinforced that synchronous learning can include mini-lessons, videos, guided practice, collaboration, and independent work, rather than requiring teachers to provide direct instruction for the entire session.

Secondary

- Middle school changes were made in response to their new bell schedule.
- No changes were made at the high school level.
- Communication about expectations for teachers, students, and families will continue with a clear understanding for staff and students of the required time to be synchronous.

The [Staff expectations](#) will be shared at the October institute day with time for staff to prepare. Student expectations and family information is also being updated and will be shared in November as a reminder.



SERVICE ORDER



McLean County Usd 5 (IL)
1809 Hovey Ave
Normal / IL / 61761

Panorama Education, Inc.
24 School St, Second Floor
Boston, MA 02108

Contact:

For submitting POs or questions about billing:
finance@panoramaed.com
For general questions about Panorama:
contact@panoramaed.com

Primary Contact Name: Darrin Cooper
Primary Contact Phone Number: (309)557-4000
Primary Contact Email Address: cooperdm@unit5.org

Invoiced on Effective Date, Net 30
Pricing Valid Through: 07/30/2026

(1) Description of Services and (2) Fees		Effective Date: Date agreement is counter-signed by all parties.	
		Contract Term: 12 Months	
Licenses/Services		Fees Over Term	
Surveys Accelerate (Virtual): ~ Three 90 minute virtual sessions ~ One Executive Briefing ~ Up to 3 hours with a Teaching & Learning team member ~ Unlimited access to weekly live virtual workshops ~ Unlimited access to Panorama Academy		1 included	\$ 6,000.00
Initial Survey Roster Data Integration: Initial integration of SIS student roster data Project Management support throughout the integration process			\$ 1,212.00
Panorama Support Services: Dedicated Point of Contact – An assigned partner to lead planning, coordination, and execution of key milestones, serving as a strategic guide from initial setup through full adoption. Technical Support Access – Phone and email support for product questions and troubleshooting, with the option to schedule support calls. Complex issues resolved through direct access to Panorama’s technical experts. Self-Guided Learning & Resources – 24/7 access to Panorama Academy (self-paced training) and the Panorama Playbook			

(evidence-based implementation strategies) to support continuous learning and long-term success.	
Panorama Survey Platform: Family Surveys; Student Surveys; Teacher and Staff Surveys	\$ 36,360.00
Total Over Contract Term:	\$ 43,572.00

(3) Agreement

The entire agreement by and between Client and Panorama ("Agreement") consists of (i) the terms set forth in this Service Order ("SO"); (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("Terms"); and (iii) if applicable, a data privacy agreement executed between Client and Panorama, on or following the Effective Date, which by mutual execution (or execution by Client and submission to Panorama of an NDPA Exhibit E) shall hereby be incorporated by reference into this SO.

(4) Supplemental Terms and Conditions (if any)

(5) Client Accounts Payable Information

<i>Accounts Payable Contact Name</i>	Martin Hickman
<i>Accounts Payable Phone Number</i>	309-557-4000
<i>Accounts Payable Email Address</i>	hickmanms@unit5.org
<i>Will Client Be Submitting Purchase Order?</i>	YES [X] NO []

Authorization

By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.

Client Signature:	Print Name, Title:	Date:
Panorama Signature:	Print Name, Title:	Date:

BACKGROUND

Panorama is an education technology company that provides a cloud-based platform-as-a-service and related support services to enable schools and school districts to improve how they support students and families across academics, behavior, attendance, and life skills ("Platform"). The client named on the Service Order attached hereto ("Client") and Panorama have entered into an agreement consisting of the attached Service Order, including any exhibits attached thereto, ("SO"), these terms ("Terms" and collectively with the SO, "Agreement"). From time to time hereafter, Client and Panorama may enter into additional service orders pursuant to which Client may purchase additional rights to use the Platform and receive additional services, provided that these Terms will be incorporated by reference into and apply to each such additional service order to create a separate agreement that governs each such additional service order, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to this Agreement, Panorama hereby grants Client (including Client's students, employees, and parents and authorized guardians of Client's students, all as applicable and described in the relevant SO, ("Authorized Users")), the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client's use, in accordance with applicable laws and regulations and the Platform's intended uses as communicated to Client by Panorama.

1.2 Limitations. Except as expressly permitted in the Agreement, Client will not and will not authorize or allow any third party to: (a) provide access to the Platform to any person who is not an Authorized User or (b) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (c) modify, translate or create derivative works based on the Platform; (d) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (e) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (f) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (g) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform or on any printed or digital materials provided by Panorama.

1.3 Compliance with Laws. Panorama is responsible for compliance with federal, state local laws and regulations to the extent they govern Panorama's activities, including providing the Platform to Client. Client is responsible for compliance with federal, state and local laws and regulations to the extent they govern Client's activities, including but not limited to the use by Client of the Platform to collect, record, retain, use and disclose any individual's information. Without limiting the foregoing, each party is responsible for determining its own obligations, including but not limited to notice and consent obligations,

under the Family Educational Right to Privacy Act and its implementing regulations ("FERPA") and the Protection of Pupil Rights Act and its implementing regulations ("PPRA"). The parties agree that they intend for the collection and use of personally identifiable information (as defined under FERPA) for only legitimate educational purposes and other purposes allowed under relevant laws, including but not limited to FERPA and PPRA. Client hereby gives its consent to Panorama on behalf of parents (as defined under FERPA, PPRA and the Children's Online Privacy Protection Act ("COPPA")) of children from whom any personal information (as defined under COPPA) may be gathered in connection with this Agreement and the Platform. Panorama shall not be obligated to obtain consents from parents directly.

2 INTELLECTUAL PROPERTY; PRIVACY; SECURITY

2.1 Client Data. As between Client and Panorama, Client owns data input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users, that constitutes personally identifiable information (as defined under FERPA), such as student survey responses reported on an individual level, ("Client PII") and (b) any other data and content input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users or on their behalf, such as survey questions, ("Non-PII" and together with PII "Client Data"). Client hereby grants Panorama a nonexclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers): (i) right and license during the Term to copy, distribute, display, create derivative works of and use Client Data to perform Panorama's obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client PII to create aggregated, non-personally identifiable data sets ("Blind Data") and copy, distribute, display, create derivative works of and use Blind Data for benchmarking, research or development purposes, including published research; and (iii) perpetual, irrevocable right and license to copy, distribute, display, create derivative works of and use Non-PII, for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Intellectual Property. "Intellectual Property" means domestic and foreign intellectual property rights, including: (a) inventions, patents, applications for patents and reissues, divisions, continuations, re-examinations, renewals, extensions and continuations-in-part of patents or patent applications; (b) copyrights, copyright registrations and applications for copyright registration; (c) mask works, mask work registrations and applications for mask work registrations; (d) designs and similar rights, design registrations, design registration applications, and integrated circuit topographies and similar rights; (e) trade names, business names, corporate names, domain names, website names and world wide web addresses, common law trademarks, trademark registrations, trademark applications, trade dress and logos, and the goodwill associated with any of the foregoing; and (f) trade secrets, confidential information and know-how.

Panorama retains all right, title and interest in and to the Platform, and all Intellectual Property rights relating thereto including but not limited to all products provided under this

Agreement, all deliverables, support and maintenance services, additional features or functionality including customizations requested by Client, learning content, teaching materials, survey questions, underlying research and methodologies (by whomever produced except to the extent Client produced such material), and all copies and parts of any of the foregoing, and all Intellectual Property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Client Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback ("Feedback") to Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to: (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Panorama Privacy Policy. Panorama's Privacy Statement, as may be amended from time to time, is available at <https://www.panoramaed.com/privacy>.

2.5 Data Security and Privacy.

(a) Panorama will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of Client PII. Panorama shall: (i) use reasonable efforts to secure physical premises where Client PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Panorama to perform its obligations under this Agreement.

(b) Client will and will instruct its Authorized Users to: (i) use the Platform to collect, record, retain, use and disclose personally identifiable information only to the extent necessary for its legitimate educational purposes; (ii) otherwise provide Panorama with personally identifiable information only to the extent necessary for Panorama to provide the Platform and perform its obligations under the Agreement; (iii) input personally identifiable information into the Platform only as prescribed by Panorama and only in the fields designated by Panorama ("Structured Fields"); (iv) use reasonable efforts to prevent unauthorized access to or use of the Platform; and (v) notify Panorama promptly of any known or suspected unauthorized access or use. Client will assist Panorama in all efforts to investigate and mitigate the effects of any such incident.

(c) If during the Term or upon termination of this Agreement Client requests in writing, Panorama will delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards.

(d) Panorama shall not be responsible for any personally identifiable information input into the Platform in a manner not prescribed by Panorama or in a field that is not a Structured Field.

3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may upon written notice to Client suspend access to the Platform until such payment is made.

3.2 Taxes; Tax Exemption. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively "Taxes"). To the extent applicable, Client will be solely responsible for payment of all Taxes and will not withhold any Taxes from any amounts due Panorama. For the avoidance of doubt, Taxes do not include taxes based on Panorama's income. Client is responsible for determining whether it qualifies for any tax exemption, and if Client claims it is tax-exempt, it will, upon request from Panorama, provide documentation evidencing its tax-exempt status.

4 TERM, TERMINATION

4.1 Term. The term of the Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO ("Term").

4.2 Expiration; Termination. In addition to any other remedies it may have, either party may terminate the Agreement prior to expiration if the other party breaches any part of the Agreement and fails to cure such breach within thirty (30) days after receiving notice thereof. Upon expiration or any termination for any reason of the Agreement: (a) Client will pay in full for use of the Platform up to and including the last day on which the Platform is provided; (b) Panorama may, without notice to Client, delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards; and (c) all rights granted to Client and all obligations of Panorama will immediately terminate and Client will promptly cease use of the Platform.

4.3 Survival. Upon expiration or termination for any reason of the Agreement, Sections 2 (Intellectual Property; Privacy; Security), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2

(Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data that is not Client PII, regardless of whether it is in tangible form, disclosed by either party ("Disclosing Party") that Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party ("Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective clients and customers, billing records, and products or services will be deemed Confidential Information of Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and this Agreement. Information will not be deemed Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; (b) becomes known (independently of disclosure by Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that certain Confidential Information may constitute valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of the Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisors, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving

any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in the Agreement. Upon Disclosing Party's written request, Receiving Party will either promptly return to Disclosing Party Disclosing Party's Confidential Information, and all embodiments thereof, that is in Receiving Party's possession and certify such return or use reasonable efforts to delete or otherwise render inaccessible such Confidential Information and certify the same.

6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party or any law or regulation applicable to it, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client further represents and warrants that it has the right to provide Client Data to Panorama as well as the licenses and rights therein and thereto for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS

APPLICABLE, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Platform with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder;

(ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate the Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to any use by Client or Authorized Users of the Platform or Client Data in violation of the Agreement or any applicable federal, state or local law or regulation.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party ("Indemnifying Party") prompt written notice of such Action. Indemnified Party will cooperate, at the expense of Indemnifying Party, with Indemnifying Party and its counsel in the defense and Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

8 GENERAL

8.1 Artificial Intelligence. Certain Panorama products involve generative AI software which uses large language models and therefore is to be used for informational purposes only. Panorama disclaims any and all responsibility for inaccuracies, omissions, or errors in the AI-generated content, and in no event will Panorama be liable for any damages, including, without limitation, direct, indirect, incidental, special, consequential, or punitive damages, arising in connection with any use of the AI-generated content. Client is solely responsible for its use of the AI-generated content as well as to any third party with whom it shares the AI-generated content. Client is granted a limited license to access and use the AI-generated content generated from authorized use of Panorama's services solely for non-commercial use, provided that Client and its Authorized Users keep any and all copyright or other proprietary notices intact. ***Panorama is not a medical health provider. By accessing AI-generated content, Client understands and agrees that Panorama is not providing, or intending to provide, health care, or attempting to diagnose, identify, treat, prevent, or cure any physical, mental, or emotional issue, disease, or condition.***

8.2 International. Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority.

8.3 Relationship. No agency, partnership, joint venture, or employment is created as a result of the Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever.

8.4 Publicity. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional, proposal and marketing materials.

8.5 Assignment. Neither party may assign the Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign the Agreement to an acquirer of or successor to all or substantially all of its business or assets to which the Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void.

8.6 Equitable Relief. In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under the Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by the Agreement.

8.7 Force Majeure. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) ("Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate the Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as

soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform.

8.8 Governance. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

8.9 Agreement. Both parties agree that the Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of the Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect and enforceable. Any additional or different terms proposed by Client, including those contained in Client's procurement order, acceptance, vendor portal or website, shall not be valid or have any effect unless expressly incorporated into the SO and agreed upon in writing by Panorama. Neither Panorama's acceptance of Client's procurement order nor its failure to object elsewhere to any provisions of any subsequent document, website, communication or act of Client shall be deemed acceptance thereof or a waiver of any of the terms in these Terms. If any term of the SO, including any exhibit attached thereto, expressly conflicts with a term of these Terms, the term of the SO (or if applicable the exhibit) shall prevail. If terms within the SO, including any exhibit attached thereto, and these Terms appear merely inconsistent or ambiguous, all such terms shall be given effect to the extent reasonably possible, with a term that is more specific and detailed on a certain matter prevailing over a more general term or silence on that matter. Silence in the SO, or in any exhibit attached thereto, or in these Terms, on a matter that is addressed elsewhere in the Agreement shall not be deemed to present an express conflict, inconsistency or ambiguity.

8.10 Notices. All notices under the Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested.

McLean County Unit District No. 5
1809 West Hovey Avenue
Normal, Illinois 61761-4339



TO: Board of Education

FROM: Darrin Cooper, Director of Assessment and Accountability

DATE: May 1, 2026

SUBJECT: Panorama Surveys for District-Wide Climate and SEL Surveys

The district has begun exploring the use of Panorama Education for student, staff, and family surveys. This would replace the 5 Essentials Survey administered every February/March as required by ISBE. The 5 Essentials provide individual school results, which are generally available in June. Benchmark ratings are based on percentile ranks in five categories:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environments
- Ambitious Instruction

Panorama is one of three ISBE-approved alternate surveys that can replace the 5 Essentials. In exploring these three tools, Panorama is the only option which will ensure full ISBE compliance while allowing Unit 5 the flexibility to add local questions tailored to meet our needs.

While there is a cost associated with Panorama, we believe the benefits provided by their survey platform which encompasses school climate, SEL, and customization for feedback in other areas are worth the investment.

Timely and Actionable Data

Panorama provides approximately 80% of their survey results immediately after the administration window closes. Remaining results and data are available within 5 business days. These results are tied to the Panorama Playbook, a library of research-backed interventions and classroom strategies. This allows teachers and administrators to move from identifying a challenge to implementing a solution. Additionally, the district could look at administering the same survey in the fall and spring to identify opportunities, implement strategies, and track growth.

Integration

Panorama syncs directly with Infinite Campus, allowing for easy administration and the ability to view data at multiple levels. Unlike the 5 Essentials, we will have the ability to view data at a district level in addition to individual schools. Data can be viewed by all respondents or individually by each student, staff, and family group. At each level and grouping, you can disaggregate survey results by student groups (e.g., IEP, EL, ethnicity, grade level) to identify and address specific opportunity gaps and examine trend data after multiple surveys have been given. Results are available at multiple levels based on permissions and can be exported to be shared with the Board, the community, or made publicly available on our website.

McLean County Unit District No. 5
1809 West Hovey Avenue
Normal, Illinois 61761-4339



Customization & Benchmarking

Panorama provides a bank of over 800 pre-validated questions across over 90 topics. These questions are compared against a national benchmark of thousands of schools. Additionally, results can be compared to districts and schools that share similar demographic and geographic characteristics, providing a more accurate comparison than the state's general data. As opposed to only a benchmark score like the 5 Essentials, questions can be analyzed to review the percentage of favorable responses to identify areas of strength and the percentage of responses that were not favorable for areas of growth opportunities. Unlike the 5Essentials, which is a "one-size-fits-all" instrument, Panorama allows the district or individual schools to add custom questions. This ensures we can gather data on local initiatives, specific school improvements, or strategic plan areas and goals. While these questions will not be benchmarked, we can track, analyze, and disaggregate results to monitor progress within one system and administration to minimize survey fatigue of our stakeholders.

Investing in this platform will allow us to move from measuring school climate to actively improving it through integrated data and actionable resources. While we are still in the exploration and research phase, the platform has received positive feedback and high interest from the district administrator group that has reviewed it thus far. Our next steps are to seek additional feedback from other districts using Panorama, as well as additional Unit 5 groups.

Note: We are also exploring a more systematic approach to monitor our graduation on track metrics for the high schools. While the Illinois Report Card will no longer report 9th Grade on Track, our schools have utilized this and other metrics as they work towards improving their graduation rates. These factors have surfaced the need for a system that can provide real-time data to help us better track these metrics and identify students and areas needing support. Panorama offers a Pathways product and is one of several companies we are currently exploring in this area. More information will be provided as it becomes available.

Please feel free to reach out with any questions, concerns or suggestions.

Darrin Cooper

cooperdm@unit5.org



Memorandum of Understanding

for

School Resource Officer Program

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A. Introduction

This Memorandum of Understanding for School Resource Officer Program (“MOU”) is entered into by and between the Board of Education (“Board of Education”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (“School District”), and the City of Bloomington, Illinois (“City”), for the establishment and maintenance of a School Resource Officer (“SRO”) Program by the School District and Bloomington Police Department (“BPD”).

The School District and BPD have a long collaborative history of working together to provide law enforcement interaction in schools in order to educate students on safety and the dangers of drugs and alcohol, plan for emergency situations, and provide a safe school environment. The SRO Program is an important and vital component of that collaborative effort.

The intent of this MOU is to memorialize and clarify the:

- purpose and objectives of the SRO Program;
- relationship between the School District, the City, the BPD, SROs, students, families, and the community;
- roles, responsibilities, and expectations for SROs; and
- intergovernmental cooperation between the School District, the City, and BPD with respect to the SRO Program.

In consideration of the mutual promises, terms, and conditions set forth in the sections below, and for other good and valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, the Board of Education and the City agree as follows:

B. Definitions/Acronyms

BPD Officer - A police officer employed by the BPD but who is not specifically assigned to the School District or any of its buildings.

Building Administration/Building Administrator – A school principal, or if the school principal is absent or unavailable, an associate principal, assistant principal, or other building administrator.

Leadership Team (Team) - A group of designated key staff members from each party. These individuals will be responsible for the implementation of the MOU. They will communicate directly with each other about MOU issues.

Memorandum of Understanding (MOU) – Defines the BPD’s role in schools and describes the respective duties of the School District and BPD (105 ILCS 5/10-20.14(b) encourages school districts to create memoranda of understanding (MOU) with law enforcement agencies). Its purpose is to prevent confusion, decrease conflict, and promote school safety.

Party/Parties – The Board of Education or the City are each considered a “Party” and collectively the “Parties” for purposes of this MOU.

Referral to Law Enforcement – An action by which a student is reported by the Building Administration to the BPD, SRO, or BPD Officer or issued a citation, ticket, or court referral or arrested by the SRO or a BPD Officer for an incident that occurred on school grounds, during school-related events or activities (whether in-person or virtual), or while taking school transportation.

School Authority or School Authorities – The Board of Education, any District or Building Administrator, and any other employee of the School District with authority over the students or school property. For purposes of Section I3c Search and Seizure below, “School Authority” includes the SRO. Otherwise, “School Authority” does not mean the SRO, the Bloomington Police Department, the City Council or City Administration or other employees of the City.

School Resource Officer (SRO) - A police officer employed by the BPD who is assigned by the BPD to the School District or any of its buildings in accordance with this MOU.

C. Authority

The Board of Education and the City have the authority to enter into this MOU pursuant to the following:

1. Article VII, Section 6 of the Constitution of the State of Illinois of 1970 (Powers of Home Rule Units) – providing that a home rule unit of local government may

exercise any power and perform any function pertaining to its government and affairs.

2. Article VII, Section 10 of the Constitution of the State of Illinois of 1970 (Intergovernmental Cooperation) – providing that units of local government and school districts may contract or otherwise associate among themselves, with the State, with other states and their units of local government and school districts, and with the United States to obtain or share services and to exercise, combine, or transfer any power or function, in any manner not prohibited by law or by ordinance.
3. 5 ILCS 220/5 (Intergovernmental Cooperation Act) – providing that any one or more public agencies may contract with any one or more other public agencies to perform any governmental service, activity or undertaking or to combine, transfer, or exercise any powers, functions, privileges, or authority which any of the public agencies entering into the contract is authorized by law to perform.
4. 105 ILCS 5/10-20.14 (Student discipline policies; Parent-teacher advisory committee) – providing that the parent-teacher advisory committee in cooperation with local law enforcement agencies shall develop, with the school board, policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students. Also encouraging school districts to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, in accordance with Section 10-22.6 of this Code.
5. 105 ILCS 5/10-20.68 (School Resource Officer) – authorizing the provision of a school resource officer and requiring the law enforcement agency to provide to the school district a certificate of completion, or approved waiver, issued by the Illinois Law Enforcement Training Standards Board under Section 10.22 of the Illinois Police Training Act indicating that the subject officer has completed the requisite course of instruction in the applicable subject areas within one year of assignment, or has prior experience and training which satisfies this requirement.
6. 105 ILCS 5/10-21.4a (Principals and assistant principals-Duties) – providing it is the responsibility of the principal to utilize resources of proper law enforcement agencies when the safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by illegal gang activity.
7. 105 ILCS 5/10-21.7 (Attacks on school personnel) – requiring that upon receipt of a written complaint from any school personnel, the school shall report all

- incidents of battery committed against teachers, teacher personnel, administrative personnel or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack.
8. 105 ILCS 5/10-22.6(e) (Suspension or expulsion of pupils; school searches) – providing that school authorities may request the assistance of law enforcement officials for the purpose of conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.
 9. 105 ILCS 5/10-22.10a (Inspection for drugs) – empowering school board to adopt a policy to authorize school officials to request the assistance of law enforcement officials for the purpose of conducting reasonable searches of school grounds and lockers for illegal drugs, including searches conducted through the use of specially trained dogs.
 10. 105 ILCS 5/10-27.1A (Firearms in schools) – requiring that upon receiving a report from any school official pursuant to this Section, or from any other person, the principal or his or her designee shall immediately notify a local law enforcement agency.
 11. 105 ILCS 5/10-27.1B (Reporting drug-related incidents in schools) – requiring upon receipt of any written, electronic, or verbal report from any school personnel regarding a verified incident involving drugs in a school or on school owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel, the superintendent or his or her designee, or other appropriate administrative officer for a private school, shall report all such drug-related incidents occurring in a school or on school property to the local law enforcement authorities immediately and to the Illinois State Police in a form, manner, and frequency as prescribed by the Illinois State Police.
 12. 105 ILCS 5/22-20 (Reports by courts and law enforcement officers; detention of violators) – requiring all courts and law enforcement agencies of the State of Illinois and its political subdivisions to report to the principal of any public school in this State whenever a child enrolled therein is detained for proceedings under the Juvenile Court Act of 1987,¹ as heretofore and hereafter amended, or for any criminal offense, including illegal gang activity, or any violation of a municipal or county ordinance.

13. 105 ILCS 128/15 (School Safety Drill Act) – requiring law enforcement drills, which shall address and prepare school personnel for situations calling for the involvement of law enforcement when conditions inside a school building are safer than outside of a school building and it is necessary to protect building occupants from potential dangers in a school building.

D. Purpose and Objectives of SRO Program

1. Purpose.

The purpose of the School Resource Officer Program is to establish and maintain a collaborative partnership between the District, BPD, educators, students, families, and the community to provide law enforcement presence and educational programs in District schools in an effort to build positive, long-lasting relationships, provide a safe school environment, plan for and respond to emergencies, educate students on safety and other topics, and reduce incidents of violence, drug abuse, and other criminal offenses.

2. Objectives.

The objectives of the School Resource Officer Program are to:

- a. Establish and build positive, trusting, and long-lasting relationships between School Resource Officers and School District students and families.
- b. Provide a safe school environment for students, staff, administration, and visitors.
- c. Participate on the school's threat assessment team and District safety team (see Board Policy 4.190, Targeted School Violence Prevention Program).
- d. Work with the Director of Safety and Security, the District Safety Team, and building administrators to create and refine school emergency operations plans.
- e. Assist school administration and staff in conducting school safety drills pursuant to the School Safety Drill Act (105 ILCS 128/1 et seq.).
- f. Assist school administration and staff in educating students on safety issues, the school's emergency operations plan, school, gang, domestic, and teen violence, the dangers of alcohol and drug abuse, the juvenile court system and the role of laws, the courts, and law enforcement, resources available to students and families in the community, and other topics as requested.

- g. Assist with reducing incidents of bullying, harassment, physical and sexual abuse, violence, alcohol and drug abuse, and criminal offenses committed by juveniles in the school environment.
- h. Work with school administration to identify students who are at risk of alcohol and/or drug abuse or gang involvement and refer them to any available and appropriate intervention program.
- i. Participate in school disciplinary hearings when requested by the administration.
- j. Coordinate criminal investigations with school administrators to ensure that police and school interests are protected and that effective alternatives to criminal prosecution are used whenever possible.
- k. Attend school board and other meetings when requested by District or school administration and mutually agreed to with the BPD in order to provide safety and security.
- l. Assist with enforcement of child sexual offender laws and taking protective custody of students when appropriate.
- m. Assist in coordinating information sharing between BPD and the School District concerning problems and issues affecting the schools and students.
- n. Act as an additional resource to parents and school staff on issues of law and juvenile related crimes.

E. MOU Leadership Team

The Superintendent or designee, Director of Safety and Security, and Attorney for the District are designated as representatives of the School District on the MOU Leadership Team. The Chief of Police, the Assistant Chiefs of Police, Corporation Counsel, and/or their designees are designated as representatives of the City and BPD on the MOU Leadership Team.

F. District Authority Over the Educational Environment

Collaboration between the School District and BPD and respect for the important role each party holds in connection with our community's youth are essential to the success of the mission of both parties. Both Parties recognize that disciplining students is better left for School District officials to manage. However, each Party plays a role in the safety of the educational environment including preparing for emergency situations, educating school personnel and students on safety issues and

precautions, assessing and responding to safety concerns, and sharing information pursuant to their reciprocal reporting agreement. Final discretion regarding student discipline lies with the School District. Final discretion to arrest or charge an individual with an ordinance, criminal, or traffic violation lies with the SRO and/or BPD Officer.

SROs and BPD Officers present on school property will conduct themselves in accordance with Board of Education policies and administrative procedures, recognize the responsibility and authority of the School District's officials to manage the educational environment, and work with them to minimize any impact their actions might have upon that environment. The School District's management authority includes, absent exigent circumstances, the ability to order the BPD to leave District property immediately.

G. Funding; Billing

For each SRO actively staffed in and assigned to the School District, the District will reimburse 75% of the SRO's base salary as set forth in the Unit 21 collective bargaining agreement. The City will contribute the remainder of each SRO's salary and fringe benefit costs and will furnish all police required equipment and uniforms. If in any fiscal year an SRO is requested and able to work for School District events which occur outside of regular school hours, when requested by the School District, the School District shall pay 100% of the SRO's overtime wages.

In addition, the School District will reimburse the City up to \$2,500 each year per SRO for the actual registration fees, travel, lodging, and meal costs for the SRO to attend the National Association of School Resource Officers (NASRO) National School Safety Conference, Illinois School Resource Officer Association (ILSROA) School Safety Conference, and Illinois Juvenile Officers Association (IJOA) Conference.

By June 30 of each year, or as soon thereafter as practical, the City shall provide the School District with a report showing the base salary of each SRO officer, and training related expenses, and any overtime wages. The School District will thereafter make payment based on its normal billing cycle.

H. Employment; Selection; Training; Assignments; Supervision; Performance Evaluations; Conflict Resolution; Termination/Replacement; Extra Duties/Projects

1. Employment

SROs are police officers employed by the City. The School District does not employ any SROs assigned to any of its buildings, and is not considered a joint employer of SROs for purposes of the Fair Labor Standards Act ("FLSA"). The City and BPD are solely responsible for ensuring SROs have met all of the legally required qualifications and training for their assignment in the School District, exercising direction and control over SROs, the personal and professional conduct of SROs, and the payment of any wages, salaries, or other remuneration, payroll taxes, or contributions for unemployment or workers compensation, Social Security, pensions, or annuities as a result of the employment of SROs. Nothing contained in this MOU shall be construed to create an employment or agency relationship between the School District and SROs, or to create or constitute a joint venture, partnership, agency, franchise, lease, or any other arrangement between the School District and City other than as expressly agreed to in this MOU.

The City and BPD will ensure SROs remain covered by the City's or BPD's insurance and continue to enjoy the immunities specific to their employment with the City and BPD.

2. Assignment and Removal

A working group of individuals designated by the City and School District shall make recommendations for the assignment of SROs to the Police Chief, who shall assign such officers. If the School District becomes dissatisfied with an SRO assigned to any school, then it may request the Police Chief assign a different SRO for that school. If no other SRO is available, then the School District may, by written notice, elect to reduce the number of SROs provided by the City, and cost attributed thereto, effective thirty (30) days from the date of notification. If the School District declines the assignment of all available and trained SROs, the School District shall do so in writing and may terminate this MOU.

All SROs shall satisfy the following requirements and/or maintain the following certifications: (i) SRO certification issued by the Illinois Law Enforcement Training Standards Board under Section 10.22 of the Ill. Police Training Act (50 ILCS 705/10.22); (ii) Juvenile Police Officer certification; (iii) commitment, flexibility, and ability to work in a school setting and on a school schedule; (iv) ability to work effectively with children and teenagers; and (v) be a police officer in good standing with the BPD.

3. Training

The BPD will ensure all SROs assigned to schools in the School District have met all of the required law enforcement training and possess all of the required certifications for their assignment, including the training required by 50 ILCS 705/10.22.

The BPD and School District will collaborate to provide additional training as necessary for SROs during regular working hours on:

1. Current laws, including, but not limited to, the Individuals with Disabilities Education Act (20 U.S.C. Chapter 33; 34 C.F.R. Part 300), Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 C.F.R. Part 99), Illinois School Student Records Act (105 ILCS 10/; 23 Ill. Admin. Code Part 375), Mental Health and Developmental Disabilities Confidentiality Code (405 ILCS 5/), and difficult issues such as search and seizure, questioning, and requests for student records;
2. Applicable Board policies and administrative procedures including, but not limited to, [Administrative Procedure 4.170-AP1 Comprehensive Safety and Security Program](#), [Administrative Procedure 4.190-AP1 Targeted School Violence Prevention Program](#), [Board Policy 7.140 Search and Seizure](#), [Board Policy 7.150 Agency and Police Interviews](#), [Administrative Procedure 7.150-AP Agency and Outside Law Enforcement Interviews](#); [7.190 Student Behavior](#); [7.340 Student Records](#); and [7.340-AP1 School Student Records](#).
3. Emerging education issues;
4. State law training requirements; and
5. Mental health awareness training.

BPD Officers that have frequent contact with School District buildings will be encouraged to attend any of these trainings.

4. Assignments; Work Hours; Office & Equipment; Uniform; Visibility on Campus

SROs shall be assigned to School District buildings by the BPD with input from the MOU Leadership Team. Staffing issues at the BPD may take precedence to the assignment of an SRO to the School District.

Whenever possible, it is the intent of the parties that SRO work hours conform to school hours based on a mutually agreed upon schedule. SROs shall remain on school grounds during normal school hours, except when there is a law enforcement emergency, to attend meetings or trainings described in this MOU, or to attend to official law enforcement business off campus. With the exception of emergency situations out of an SRO's control, an SRO shall give the Building Administration or designee reasonable advanced notice of any times when the SRO is not expected to be on campus during normal school hours. The BPD may provide a replacement SRO to the extent possible.

The School District will provide each SRO with a furnished office at their assigned building and allow use, as required, of School District equipment and facilities

SROs shall wear the official law enforcement uniform or other apparel issued by the BPD at all times while serving on School District property. SROs shall use their best efforts to maintain high visibility at all times when practical and safe to do so, especially in areas where incidents of drug or alcohol use, physical violence, or crime are most likely to occur.

SROs shall, whenever possible and in accordance with guidance from the building administration or designee, participate in or attend school functions during their regular duty hours in order to assure the peaceful operation of school-related programs.

5. Chain of Command; Supervision

The day-to-day operational and administrative control of the SROs shall be the responsibility of the BPD. SROs shall coordinate with the Building Administrators

and assist them as requested; however, the ultimate responsibility of the SRO is to carry out their duties as law enforcement officers, as expressed and interpreted through the BPD chain of command. As employees of the BPD, all SROs will be subject to the chain of command of the BPD. Both Parties expect excellence from SROs and commit to frequent communication between Building Administrators and the SROs assigned to their buildings. Building Administrators shall meet with SROs assigned to their schools both formally and informally on a regular basis to discuss issues, duties, and responsibilities.

6. Performance Feedback

The BPD shall incorporate feedback from each SRO's Building Administration and school staff in the regular supervisory process of each SRO. The School District will provide the City data results from the School District's school climate assessments, if available.

7. Conflict Resolution

If the School District's expectation of excellence is not being met by an SRO, the Superintendent or designee will report unresolved concerns to the SRO Supervisor of the BPD sooner rather than later. Addressing issues promptly helps increase understanding and minimize potential negative impact on the school environment.

8. Extra Duties/Projects

The Parties agree to meet and discuss the terms for any special projects and/or extra duties.

I. Role, Responsibilities, and Expectations

1. Role

SROs assigned to the School District are intended to assist Building Administration in a support capacity for the purposes and in order to achieve the objectives described above. SROs are a vital component to the school community, and work with Building Administrators, staff, students, families, and

the community to provide a safe school environment, plan for and respond to emergencies, educate students on safety issues, and reduce incidents of crime, abuse, and violence. SROs are not responsible for enforcing school rules or serving as disciplinarians, but may initiate appropriate law enforcement actions as described in Section 2a below. SROs have no authority to make decisions on behalf of the School District or to bind the School District to any agreement or contract.

SROs shall seek to create an effective and positive school environment that (a) functions in concert with School District efforts to address school safety and climate; (b) utilizes appropriate and available behavioral and disciplinary interventions, including restorative measures as defined in 105 ILCS 5/27-23.7(b); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.

Although placed in a formal educational environment, SROs will not be relieved of their official duties as law enforcement officers. Decisions to intervene formally will be made by an SRO when prudent or such actions are necessary to prevent any criminal act. In the event of criminal conduct, SROs shall have the authority to address, handle, and manage such conduct according to their education, training, and experience and consistent with the nature of criminal activity. Criminal citations will be issued and arrests will be made when appropriate and in accordance with applicable BPD policies and procedures. A school resource officer is prohibited from issuing monetary fines, fees, tickets, or citations for a municipal code violation on school grounds during school hours or while taking school transportation, though this shall not preclude requiring a student to provide restitution for lost, stolen, or damaged property.

The SRO is, first and foremost, a law enforcement officer. When enforcing laws on school grounds, the SRO should, as circumstances allow, respond to student-related issues in a manner appropriate to the student's age and gender, while demonstrating sensitivity to the unique environment of the school. This includes recognizing the students' limited freedom within the school setting and the importance of minimizing disruption to the educational process. The School District will place high preference on resolving school safety matters caused by a student through an alternative, non-criminal process. It may be most appropriate for an SRO to document school safety matters in a report for dissemination to the McLean County State's Attorney's and/or Juvenile Probation Offices for those

offices to determine whether alleged crimes will be charged or deferred for other alternative service.

2. Responsibilities

a. Law Enforcement Actions and Safety Interventions.

SROs may initiate appropriate law enforcement actions to address criminal matters, including without limitation matters that threaten the safety and security of the school or its occupants, and/or intervene with staff or students (with or without a referral from school staff) when necessary to ensure the immediate safety of persons in the school environment in light of an actual or imminent threat to health or safety. Any such intervention shall be reasonable in scope and duration in light of the nature of the circumstances presented and shall be reasonably calculated to protect the physical safety of members of the school community while minimizing, to the extent possible, any unintended negative effects on students. All law enforcement actions and interventions to protect the safety of others shall be consistent with all applicable laws, regulations, and School District and BPD policies and procedures. Except in case of exigent circumstances, in the event there is a conflict between School District and BPD policies and procedures, the Parties will meet to discuss and resolve the conflict. In the event of an exigent circumstance, the SRO shall follow BPD procedures and comply with School District policies to the extent they do not conflict.

b. District Safety Team

SROs will serve as part of the School District Safety Team as requested by the Director of Safety and Security. The School District Safety Team is a multi-disciplinary team consisting of the Director of Safety and Security, the Attorney for the District, and representatives from several different groups (see [Administrative Procedure 4.170-AP1 Comprehensive Safety and Security Program](#)).

The School District Safety Team:

1. advises and assists the Director of Safety and Security on safety and emergency issues;

2. plans, develops, implements, reviews, and revises the District's all-hazards Emergency Operations Plan (EOP) template consistent with Presidential Policy Directive (PPD) 8, the National Incident Management System (NIMS), Incident Command System (ICS), the Guide for Developing High-Quality School Emergency Operations Plans;
3. plans, develops, and conducts training exercises, including tabletop exercises, drills, functional exercises, and full-scale exercises; and
4. conducts the Annual Safety Review.

c. Emergency Operations Plan Training

In accordance with the School District's established EOP, SROs will assist the Director of Safety and Security and Building Administration in annual training of school personnel on the school's EOP and the courses of action when there is an active threat outside or inside a building including a dangerous intruder/active shooter situation. SROs will also assist the Director of Safety and Security and Building Administration in training students on the school's EOP.

d. School Threat Assessment Team

SROs also serve as a member of each school's multidisciplinary building-based behavior threat assessment team lead by the Building Administration that conducts a fact-based process assessing observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations and how to manage/address them (see [Administrative Procedure 4.190-AP1 Targeted School Violence Prevention Program](#)).

e. Law Enforcement Lockdown Drills

Pursuant to and in accordance with the School Safety Drill Act (105 ILCS 128/), each school within the School District will conduct a law enforcement lockdown drill each school year to address an active threat or an active shooter within a school building. Such drills will be conducted according to the School District's emergency operation plans, protocols, and procedures to evaluate the preparedness of school personnel and students. Law enforcement lockdown drills will be conducted on days and times when students are

normally present in the school building and involve participation from all school personnel and students present at school at the time of the lockdown drill, except that administrators or school support personnel in their discretion may exempt students from the lockdown drill. SROs and the BPD will observe the administration of the lockdown drill.

During each calendar year, the BPD will contact the Building Administrator of each school to request participation in a law enforcement lockdown drill. The Building Administrator and BPD shall set, by mutual agreement, a date for the lockdown drill. The lockdown drill will require the on-site participation of the BPD. If a mutually agreeable date cannot be reached between the Building Administrator and the BPD, then the school shall still hold the lockdown drill without participation from the BPD. Upon the participation of the BPD in a law enforcement lockdown drill, the BPD shall certify that the law enforcement lockdown drill was conducted and notify the school in a timely manner of any deficiencies noted during the drill.

Lockdown drills will not include simulations that mimic an actual school shooting incident or active shooter event. They must be announced in advance to all school personnel and students prior to the commencement of the drill. The content must be age appropriate and developmentally appropriate. Lockdown drills must include and involve school personnel, including school-based mental health professionals, and include trauma-informed approaches to address the concerns and well-being of students and school personnel.

Schools must provide sufficient information and notification to parents and guardians in advance of any walk-through lockdown drill that involves the participation of students. Schools must also provide to parents and guardians an opportunity to exempt their child for any reason from participating in the walk-through lockdown drill. Schools must provide alternative safety education and instruction related to an active threat or active shooter event to students who do not participate in a walk-through lockdown drill to provide them with essential information, training, and instruction through less sensorial safety training methods. During the drill, students must be allowed to ask questions related to the drill.

The BPD may run an active shooter simulation with advance permission from the School District administration, including simulated gun fire drills, but only on days when school is not in session.

f. Mentoring and Outreach

SROs shall conduct themselves as a role model at all times and in all facets of the job; shall seek to establish a strong rapport with staff, faculty, students, parents, and other members of the school community; and shall encourage students to develop positive attitudes toward the school, education, law enforcement officers, and good citizenship in general.

g. Education of Students

With permission of the SRO Supervisor, SROs will assist Building Administration and staff in educating students on safety issues, the school's emergency operations plan, school, gang, domestic, and teen violence, the dangers of alcohol and drug abuse, the juvenile court system and the role of laws, the courts, and law enforcement, resources available to students and families in the community, and other topics as requested.

h. Student Disciplinary Investigations and Hearings

The presence of SROs in schools is not intended to usurp the rights and responsibilities of Building Administrators and school personnel to enforce the rules of student conduct and to administer discipline in the schools. Recognizing that the Building Administration makes the final decision regarding the discipline of students, SROs will assist the Building Administration as requested in the investigation of student gross disobedience or misconduct including, but not limited to, reviewing video surveillance footage, interviewing students suspected of committing a criminal act, and conducting inspections and searches of school property and equipment, as well as students and their personal effects, consistent with the expectations set forth in Section 3(c) below.

SROs will attend suspension review and expulsion hearings upon the request of Building Administrators or the Superintendent to provide testimony or evidence related to student gross disobedience or misconduct.

When student gross disobedience or misconduct may also be a criminal act, SROs and school administrators will coordinate school investigations so as not to frustrate or interfere with the criminal investigation.

i. School Board Meetings

SROs will attend school board and other meetings when requested by District or school administration and mutually agreed to with the BPD in order to provide safety and security.

3. Expectations

a. Detainment and Questioning a Student on School Grounds

Before detaining and questioning a student on school grounds who is under 18 years of age and who is suspected of committing a criminal act, an SRO or BPD Officer must do all of the following:

1. Ensure that notification or attempted notification of the student's parent or guardian is made.
2. Document the time and manner in which the notification or attempted notification under paragraph 1 occurred.
3. Make reasonable efforts to ensure that the student's parent or guardian is present during the questioning or, if the parent or guardian is not present, ensure that school personnel, including, but not limited to, a school social worker, a school psychologist, a school nurse, a school counselor, or any other mental health professional, are present during the questioning.
4. 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. An officer who received training in youth investigations approved or certified by his or her law enforcement agency or under Section 10.22 of the Police Training Act or a juvenile police officer, as defined under Section 1-3 of the Juvenile Court Act of 1987, satisfies the requirement under this paragraph.

This Section does not limit the authority of an SRO or BPD Officer to make an arrest on school grounds. This Section does not apply to circumstances that would cause a reasonable person to believe that urgent and immediate action is necessary to do any of the following:

1. Prevent bodily harm or injury to the student or any other person.
2. Apprehend an armed or fleeing suspect.
3. Prevent the destruction of evidence.
4. Address an emergency or other dangerous situation.

b. Requests for Outside Law Enforcement; Agency and Outside Law Enforcement Interviews

When practicable, any request for additional outside law enforcement assistance will be made in collaboration with the Building Administration and reported to the Director of Safety and Security. However, as soon as practical after the SRO requests additional outside law enforcement assistance on school property, the SRO shall advise the Building Administration. Requests for additional outside law enforcement assistance shall be made only when proper police procedures dictate that additional assistance is necessary to protect the safety or security of members of the school community. [Board Policy 7.150 Agency and Law Enforcement Requests](#), and [Administrative Procedure 7.150-AP Agency and Outside Law Enforcement Interviews](#) are incorporated into this MOU and must be followed by SROs at all times, including the requirements in Section 3(a) above regarding parental notification of detainment and questioning on school grounds.

c. Search and Seizure

In order to maintain order and security in the schools, SROs are authorized to conduct reasonable searches of school property, as well as of students and their personal effects, when requested by school authorities or when otherwise lawful and appropriate under law enforcement guidelines or procedures. Pursuant to Illinois law, a search of a student on school grounds by an SRO at the request of school authorities is deemed a search by a school employee for Fourth Amendment purposes and thus is subject to the

reasonableness standard, not the probable cause standard. All searches shall be conducted consistent with [Board Policy 7.140 Search and Seizure](#).

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. This paragraph applies to student vehicles parked on school property. In addition, Building Administrators shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing. The Superintendent 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. If a search is initiated by school authorities other than the SRO, BPD will provide safety and security during the search by school authorities, but BPD's presence shall not be construed to mean BPD is authorizing such a search.

Students

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 District's student conduct rules. The search itself must be conducted in a manner which is reasonably related to its objective and not excessively intrusive in light of the student's age and sex and the nature of the infraction. When feasible, the search should be conducted as follows:

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

Immediately following a search, a written report shall be made by the

School Authority who conducted the search, and given to the Superintendent. The student's parents/guardians shall be notified of the search as soon as possible.

Cell Phone/Electronic Device Searches

Searches of cell phones/electronic devices involve Fourth Amendment search and seizure issues and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and search the phone, exigent circumstances, or getting a warrant solves this issue.

Seizure of Property

If a search produces evidence that the student has violated or is violating a School District policy or rule, such evidence may be seized and impounded by school authorities.

If a search produces evidence that the student has violated or is violating the State criminal code or a local ordinance, such evidence shall be seized and impounded by the SRO or BPD officer.

If evidence is related to both a criminal offense or ordinance violation and a School District policy or rule, the SRO or BPD officer shall secure the evidence in accordance with appropriate criminal investigation procedures. When the evidence is relevant and necessary to both a school disciplinary proceeding and a criminal case, it shall be maintained by BPD. BPD will coordinate with the school authorities to ensure the evidence is made available for the school proceeding, provided such access does not interfere with the criminal investigation or prosecution.

d. Body-Worn Cameras

Body-Worn Cameras ("BWCs") by SROs and BPD Officers are subject to and must be in compliance with federal, state, and local regulations regarding their use and operation. The BPD shall notify the School District at least two weeks before SROs or BPD Officers begin use of BWCs, and it will provide written information and training to the Building Administrators of the schools in which the SROs or BPD Officers may enter. Training shall include the objectives and procedures for the use of BWCs in public and in schools.

Every SRO or BPD Officer equipped with a BWC shall be trained in the operation of the equipment prior to its use. To maximize the effectiveness of the BWC and the integrity of the video documentation, SROs and BPD Officers shall adhere to the objectives and procedures outlined in this MOU and the BPD's General Operations Orders or similar policies when they utilize BWCs. The BPD shall, if not otherwise prohibited by law, provide to the School District copies of any such filming of students, parents, employees, or others upon school property, upon request for such copies by the School District, as a law enforcement record. In the event that the BPD receives advice that providing a copy of such videos is prohibited, the BPD agrees to facilitate the availability of its SROs and BPD Officer(s) that made the video to testify, upon request by the School District, in any school disciplinary hearing concerning his/her/their knowledge of the facts and circumstances of the videoed incident.

Any such film or video taken by and kept in the possession of SROs or BPD Officers may be considered law enforcement records under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g and 34 C.F.R. §99.8) and Ill. School Student Records Act ("ISSRA") (105 ILCS 10/2(d)). Any copy of such film or video, if permitted by law to be provided to the District, may become an educational record of the School District. SROs and BPD Officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of [Board Policy 7.340 Student Records](#).

e. Student Records

Both parties recognize the privacy protections of federal and State law in the disclosure of student records. When sharing information, State and federal laws regarding school student records apply. See the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 C.F.R. Part 99) and the Illinois School Student Records Act (105 ILCS 10/; 23 Ill. Admin. Code Part 375). The applicable federal and/or State law shall control, and the District may refuse disclosure requests by the BPD without a warrant or subpoena/court order. SROs shall at all times recognize and comply with the confidentiality of student and education records and may only access such records when there is a current demonstrable educational interest in the student in furtherance

of that interest or another exception applies in accordance with the requirements of [Board Policy 7.340, Student Records](#).

School student records may only be released to the BPD by the building principal. Information kept by SROs working in a school is not considered a school student record. See 105 ILCS 10/2. Information derived from reports of law enforcement to principals regarding students detained for proceedings are not considered a school student record. 105 ILCS 5/22-20. The school student records definition and [7.340-AP1, School Student Records](#) are incorporated into this MOU.

Within its standard operating procedures, the BPD will include training for SROs and BPD Officers about these laws, along with information about how to access the School District's policies and procedures for school student records.

j. Live Feeds

The School District will provide SROs access to its video surveillance live feeds to one or more of its buildings. SRO access is strictly limited to safety reasons, or investigatory reasons when requested by a School District or Building Administrator or required to address exigent circumstances. The School District will also provide the BPD access to its video surveillance live feeds. Access by the BPD shall be strictly limited to a health or safety emergency to allow its tactical forces to become familiar with current conditions that underlie the health or safety emergency.

k. Use of Force

Use of force may be implemented in accordance with applicable laws and pursuant to BPD policies, procedures, and protocols. An SRO shall provide Director of Safety and Security with a brief written summary anytime the SRO is involved in any physical altercation with a student or otherwise restrains a student.

J. Reports to School Resource Officers

1. Firearms; Drug-Related Incidents; Attacks on School Personnel

105 ILCS 5/10-27.1A requires a principal or designee immediately notify a local law enforcement agency upon receiving a report from any school official, including teachers, school counselors, and support staff, or from any other person, that they have observed a person in possession of a firearm on school grounds.

105 ILCS 5/10-27.1B requires the superintendent or designee to notify local law enforcement authorities immediately upon receiving a report from school personnel of a verified drug-related incident occurring in a school or on school property and to notify the Illinois State Police in a form, manner, and frequency as prescribed by the Illinois State Police.

105 ILCS 5/10-21.7 requires that upon receipt of a written complaint from school personnel, a school must report all incidents of battery committed against teachers, teacher personnel, administrative personnel, or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack. Schools must also report these incidents to the Illinois State Board of Education ("ISBE") through the school incident reporting system ("SIRS") as they occur during the year by no later than August 1 for the preceding school year.

[Board Policy 7.190, Student Behavior](#), and [Administrative Procedure 4.170-AP1, Comprehensive Safety and Security Program](#), implement these statutes, and for purposes of satisfying the requirement of notifying local law enforcement, Building Administrators shall notify their school's assigned SRO, if available, and if not available, notify BPD.

2. Clear and Present Danger

430 ILCS 66/105 requires the principal of a public elementary or secondary school, or his or her designee, to report to the Illinois State Police when a student is determined to pose a clear and present danger to himself, herself, or to others, within 24 hours of the determination. "Clear and present danger" means a person who demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.

These reports are made via the Illinois State Police Law Enforcement Portal, but will also be shared with the assigned SRO. Building Administrators should consult with their assigned SRO as needed to determine whether a “clear and present danger” exists.

3. Child Abuse or Neglect

The Abused and Neglected Child Reporting Act (325 ILCS 5/) requires that educational personnel immediately report to the Illinois Department of Children and Family Services (“DCFS”) when they have reasonable cause to believe that a child known to them in their professional or official capacities may be an abused child or neglected child. [Board Policy 5.90, Abused and Neglected Child Reporting](#), and [Administrative Procedure 5.190-AP1, Coordination with Children’s Advocacy Center](#), implement this requirement and require coordination with DCFS, the applicable SRO, and local law enforcement regarding notifications to parents/guardians and investigations.

K. Information Sharing

The BPD and District agree to share information pertaining to the safety of school facilities, students, staff, and parents per the executed Intergovernmental Agreement Regarding the Reciprocal Reporting of Criminal Offenses. Beginning with the 2027-2028 school year, the District shall collect and annually report to ISBE, in a manner and method determined by ISBE, the number of students in kindergarten through grade 12 who were referred to a law enforcement agency or official and the number of instances of referrals to law enforcement that students in grades kindergarten through 12 received. The BPD and District will keep track of and share with each other referrals to law enforcement as necessary to comply with this reporting requirement, including data disaggregated by race and ethnicity, sex, grade level, whether a student is an English learner, and disability.

L. Term; Termination

The term of this MOU shall be retroactive to July 1, 2025, and end on June 30, 2027. Thereafter, it shall automatically renew for successive one-year periods commencing July 1st of each year and expiring June 30th of the following year, unless terminated

by either Party, with notice to the other Party, no later than March 15th of a given year. In the event of termination, both Parties shall continue to fulfill their obligations under the MOU until the end of the current term. This MOU and the SRO program shall be reviewed and evaluated by the Parties annually and include the opportunity for community and stakeholder input.

M. Insurance

The Parties agree that although placed in a formal educational environment SROs, when performing their respective law enforcement duties, are performing a police function that has been directed by the City and BPD. Performance of SRO duties shall in no way be deemed, construed, or interpreted as performing police duties on behalf of the School District itself. Actions taken by an SRO at the direction of District or Building Administrators shall in no way be deemed, construed, or interpreted as performing police duties on behalf of the BPD unless it also involves SRO duties.

For the duration of this MOU, each Party shall purchase and maintain in full force and effect insurance coverage sufficient to cover its liabilities pursuant to this MOU or required by law, including, but not limited to, general liability and employer's liability coverage. General liability and employer's liability coverage shall be in an amount not less than \$1,000,000.00 per occurrence for personal injury and/or death and property damage. Coverage shall contain no exclusions for cross liability between insureds. Each Party shall provide the other Party a certificate of insurance evidencing the above coverage.

N. Indemnification; Immunities

1. Mutual Indemnification.

It is understood and agreed that neither Party to this MOU shall be legally liable for any negligent or wrongful acts either of commission or omission, chargeable to the other, unless such liability is imposed by law and this MOU shall not be construed as seeking to enlarge or diminish any obligation or duty owed by one Party against the other Party or against third parties. The Parties further agree to indemnify, reimburse and hold each other, their respective board or council members, officers, employees, and agents harmless against any and all liabilities, damages, claims, causes of action, costs, expenses and fees, including attorney

fees, that either Party incurs arising out of or occurring in connection with the other Party's negligent, reckless or intentional misconduct.

2. School District's Indemnification.

The School District shall indemnify, defend, reimburse, and hold the City, its council members, officers, employees, and agents, harmless against any and all liabilities, damages, claims, causes of action, costs, expenses and fees, including attorney fees, that the City incurs as a result of any action taken by an SRO or BPD Officer at the School District's, or its agents', direction.

3. City's Indemnification.

Except as provided in Section (N)(2), The City will indemnify the School District for actions taken by SROs.

4. Survival.

This Section (0), in its entirety, shall survive the expiration or termination of this MOU.

O. General Provisions

1. Scope of Agreement

Nothing in this MOU is intended to impose upon any Party a duty to report information to any other Party that is not otherwise required by law or an agreement between the Parties. This MOU shall not be interpreted as making an obligation of a Party mandatory that is otherwise discretionary under the law or vice versa. No Party to this MOU waives any defenses or immunities it otherwise has under the law, including without limitation any immunities under the Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/) or the State Employee Indemnification Act (5 ILCS 350/).

2. Amendment

No change or modification of this MOU shall be valid unless it is in writing and is signed by all Parties.

3. Assignment

No Party to this MOU may assign it or its rights or obligations under this MOU.

4. Notices

All notices required pursuant to this MOU shall be in writing and sent by U.S. certified mail, postage prepaid, return receipt requested or by overnight express delivery to the address of the Party set forth below or as otherwise directed in writing by such Party or as provided under applicable state law. Notice is deemed given three (3) days after being deposited in the U.S. Mail for certified mail delivery or one (1) day after being deposited with an overnight express delivery courier for delivery to the correct address.

Notices shall be given as follows:

Notice to the School District:

Community Unit School District No. 5,
McLean and Woodford Counties, Illinois
Attn: Superintendent

1809 W. Hovey Ave.
Normal, IL 61761

With a copy to:

Community Unit School District No. 5,
McLean and Woodford Counties, Illinois
Attn: Attorney for the District
1809 W. Hovey Ave.
Normal, IL 61761

Notice to the City:

City of Bloomington
Attn: City Clerk
115 E. Washington Street

Bloomington, IL 61701

With a copy to:

Bloomington Police Department
Attn: Chief of Police
301 S. East Street
Bloomington, IL 61701

5. Governing Law

This MOU shall be construed in accordance with and pursuant to the laws of the State of Illinois.

6. Non-Waiver of Breach

The failure of any party to insist upon strict performance of any of the terms or conditions of this MOU shall not be construed to be a waiver of such term or condition or any subsequent breach of it.

7. Severability

The invalidity or unenforceability of any particular provision of this MOU shall not affect the other provisions of it, and it shall be construed in all respects as if such invalid or unenforceable provision were omitted.

8. Enforcement

No Party to this MOU shall be liable for any negligent or wrongful acts, either by omission or commission, chargeable to the other Party. This MOU shall not be construed to create a duty owed by any Party to any third party. The Board of Education and City agree that the exclusive claims or remedies for breach of this MOU are limited to an action for specific performance or mandamus action or termination of the MOU. Each Party waives any and all other claims and remedies, direct or indirect, by way of subrogation or otherwise, that it may have against the other Party arising out of the performance or non-performance of any provision of this MOU.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

CITY OF BLOOMINGTON, ILLINOIS

President



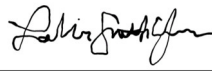
Mayor

Date: _____

Date: 5/27/2026 | 12:46 PM CDT

ATTEST:

Secretary



City of Bloomington Clerk



Date: _____

Date: 5/27/2026 | 12:55 PM CDT

Personnel Matters - 7/15/2026

New Hires

Administrators

Homebase	First Name	Last Name	Position		FTE	Effective

Certified

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
Brigham	Sydney	Benz	Certified Teacher - Elementary	B+0, Step 5	1.0	8/17/2026
Brigham	Stacy	Haas	Certified Speech Language Pathologist (SLP)	M+16, Step 19	1.0	8/17/2026
Parkside E.	Angela	Ivey	Certified Teacher - Special Education (LBS1)	M+0, Step 3	1.0	8/17/2026
Parkside E.	Meghan	Williamson	Certified Teacher - Special Education (LBS1)	B+0, Step 5	1.0	8/17/2026
EJHS	Christopher	Kim	Certified Teacher - Junior High	B+0, New Teacher	1.0	8/17/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Salary Placement: Step	FTE	Effective
Brigham	Fnu	Apporva	Paraprofessional - General Education	Step 4	1.0	8/17/2026
Brigham	Meghan	McConaughy	Paraprofessional - Special Education	Step 4	1.0	8/17/2026
Cedar Ridge	Ivonne	Garcia Rodriguez	Paraprofessional - Special Education	Step 6	1.0	8/17/2026
Cedar Ridge	Cristi	Vallejos	Administrative Assistant/EOP - 9.5 month	Step 4	1.0	8/17/2026
CJHS	Matthew	Felson	Paraprofessional - Special Education	Step 4	1.0	8/17/2026
CJHS	Kavitha	Vengala	Paraprofessional - Special Education	Step 4	1.0	8/17/2026
Hoose	Karen	Jones	Paraprofessional - Special Education	Step 5	1.0	8/17/2026
Hoose	Kathy	Sturm	Paraprofessional - Special Education	Step 4	1.0	8/17/2026
Oakdale	Laura	Rayhill	Paraprofessional - Special Education	Step 1		
Parkside E.	Keelie	Robinson	Paraprofessional - Special Education	Step 3	1.0	8/17/2026

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*All new hires are replacements for current positions unless otherwise noted above.

Resignations/Retirements/Releases/Terminations

Administrators

Homebase	First Name	Last Name	Position	Action		Effective

Certified

Homebase	First Name	Last Name	Position	Action		Effective
Carlock	Kari	Fillingham	LBS1 Certified Teacher	Resignation		5/28/2026
Fairview	Kelly	Scheffers	Certified Teacher	Resignation		5/28/2026
EJHS	Joshua	Anderson	Certified Teacher	Resignation		5/28/2026
Benjamin	Amber	Thomas	Certified Teacher	Resignation		5/28/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Action		Effective
Parkside E.	Bradley	Stivers	Custodian	Retirement		7/2/2026

Personnel Matters - 7/15/2026						
Unit Office	Damon	Meyer	Custodian	Retirement		7/15/2026
Warehouse	Rudolph	Rech	Special Maintenance	Retirement		7/8/2027
Hoose	Robyn	Walker	Paraprofessional	Resignation		5/28/2026
Fox Creek	David	Van Note	Custodian	Retirement		7/2/2027
EJHS	Kenda	Baca	Full Time Building Substitute	Resignation		05/28/2026
Glenn	Iesha	Thornton	RN	Resignation		05/28/2026
Eagle Road Resource Center (EF Nicholas		Smith	Technology	Resignation		07/10/2026
Contract Revisions						
Certified						
Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
EJHS	Carol	Heidenreich	Full-Time Substitute	Paraprofessional		8/17/2026
Educational Support Personnel						
Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Leave Requests						
Certified						
Homebase	First Name	Last Name	Position	Leave Requested		Effective
Hoose	Margaret	Nelson	Certified Teacher - Grade 3	Planned Extended Leave		2026-2027 SY
Hoose	Kaitlin	Dobbeck	Certified Teacher - Music	Planned Extended Leave		2026-2027 SY
Educational Support Personnel						
Homebase	First Name	Last Name	Position	Leave Requested		Effective
Schedule B					82	
Homebase	First Name	Last Name	Revision			Effective
CJHS	James	Miller	Drop - 7th Grade Track			
CJHS	Andrea	Powell	Drop - Junior High Dance			
Fox Creek	Stephanie	Woody	Drop - PBIS Coach Elementary <300			
EJHS	Joseph	Zeman	Drop - 7th Grade Boys Basketball			
NCWHS	Sarah	Becker	Drop - High School Head Sophomore Class			
NCWHS	Natalie	Spath	Drop - PBIS High School			
NCWHS	Jennifer	Kruse	Drop - Head Coach Girls Tennis			
Information Only Changes						
Homebase	First Name	Last Name	Position	Change		Effective
NCHS	Christina	Duvall	Paraprofessional - General Education	Moving from Noon Hour Supervisor to Paraprofessional		8/17/2026
PJHS	Sarah	Crawford	Paraprofessional - General Education	Moving from Brigham to PJHS		8/17/2026
New Substitutes						
Substitute Type	First Name	Last Name				

Personnel Matters - 7/15/2026

Summer School						
Homebase	First Name	Last Name	Position			
Warehouse	Avery	Gadbury	Summer Custodial			
Warehouse	Morgan	Kerber	Summer Custodial			
Warehouse	Caden	Koehler	Summer Custodial			
Warehouse	Austin	Pacha	Summer Custodial			
Warehouse	Jose	Yetimbi	Summer Custodial			

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
June 24, 2026 through July 15, 2026

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	¹ Prepaid Bills	² Bills To Be Paid	³ Payrolls	Total
07 Flexible Benefit Plan Trust Fund	29,495.08		0.00	29,495.08
08 Unit 5 Self-Funded Insurance	834,210.03		0.00	834,210.03
10 Educational	1,426,893.44	499,302.35	11,463,218.40	13,389,414.19
20 Operations & Maintenance	776,765.78	253,655.58	792,293.38	1,822,714.74
30 Debt Service	2,678,177.43	0.00	0.00	2,678,177.43
40 Transportation	1,594,460.03	24,647.94	20,176.01	1,639,283.98
50 Social Security	0.00	0.00	307,722.52	307,722.52
51 IMRF	0.00	0.00	197,376.46	197,376.46
60 Capital Projects	1,832,434.19	68,763.00	0.00	1,901,197.19
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	154,522.14	96,929.59	43,060.00	294,511.73
90 Life Safety	50,294.00	890,337.70	0.00	940,631.70
99 Student Activity Funds ⁴	122,473.10		0.00	122,473.10
Grand Total	\$9,499,725.22	\$1,833,636.16	\$12,823,846.77	\$24,157,208.15

¹ For funds 8 through 90, these bills were paid on and between 6/24/26 and 7/14/26. Please see the "Vendor Bill Listing - PREPAID" report for details.

² These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

³ Please see the "Payroll Fund Totals" report for details.

⁴ These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 6/23/26 and 7/14/26. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$24,157,208.15.

Stan E Gozur, President, Board of Education

Date

Amy Roser, Secretary, Board of Education

Date

CUSD No. 5, McLean and Woodford Counties, Illinois
Payroll Fund Totals Report

Payroll Fund Totals					From Date:	06/24/2026
					To Date:	07/15/2026
Fund	Gross Pay	FICA	Retirement	Benefits	Total	
Classified - Semi - Period Number: 1						
10	162,085.34	-	3,106.99	34,335.50	199,527.83	
20	306,276.29	-	1,079.67	54,689.00	362,044.96	
40	3,425.24	-	-	422.50	3,847.74	
50	-	34,961.03	-	-	34,961.03	
51	-	-	35,983.95	-	35,983.95	
80	11,830.75	-	588.10	3,251.50	15,670.35	
Classified - Semi - Period Number: 1 Total	483,617.62	34,961.03	40,758.71	92,698.50	652,035.86	
Certified - Semi - Period Number: 1						
10	159,737.93	-	19,034.68	27,379.00	206,151.61	
50	-	2,309.03	-	-	2,309.03	
80	4,774.69	-	571.60	797.50	6,143.79	
Certified - Semi - Period Number: 1 Total	164,512.62	2,309.03	19,606.28	28,176.50	214,604.43	
Classified - Semi - Period Number: 1.1						
10	6,185.19	-	-	2,112.50	8,297.69	
20	2,016.97	-	-	422.50	2,439.47	
50	-	586.14	-	-	586.14	
51	-	-	592.20	-	592.20	
Classified - Semi - Period Number: 1.1 Total	8,202.16	586.14	592.20	2,535.00	11,915.50	
Certified - Semi - Period Number: 24						
10	3,640,484.28	-	246,832.84	481,502.00	4,368,819.12	
50	-	50,132.69	-	-	50,132.69	
80	4,815.29	-	550.86	727.50	6,093.65	
Certified - Semi - Period Number: 24 Total	3,645,299.57	50,132.69	247,383.70	482,229.50	4,425,045.46	
Certified - Semi - Period Number: 25						
10	3,279,470.22	-	213,457.74	454,700.00	3,947,627.96	
50	-	44,930.63	-	-	44,930.63	
Certified - Semi - Period Number: 25 Total	3,279,470.22	44,930.63	213,457.74	454,700.00	3,992,558.59	
Classified - Semi - Period Number: 24						
10	1,036,601.74	-	2,891.47	280,400.33	1,319,893.54	
20	316,673.89	-	1,025.70	51,319.17	369,018.76	
40	7,955.87	-	-	2,012.50	9,968.37	
50	-	99,829.48	-	-	99,829.48	
51	-	-	96,038.46	-	96,038.46	
80	11,458.42	-	562.29	3,131.50	15,152.21	
Classified - Semi - Period Number: 24 Total	1,372,689.92	99,829.48	100,517.92	336,863.50	1,909,900.82	
Classified - Semi - Period Number: 25						
10	747,081.31	-	-	245,927.50	993,008.81	
40	4,468.65	-	-	1,610.00	6,078.65	
50	-	54,362.44	-	-	54,362.44	
51	-	-	53,520.36	-	53,520.36	
Classified - Semi - Period Number: 25 Total	751,549.96	54,362.44	53,520.36	247,537.50	1,106,970.26	
Certified - Semi - Period Number: 24.1						
10	21,138.98	-	3,571.24	-	24,710.22	
50	-	306.78	-	-	306.78	
Certified - Semi - Period Number: 24.1 Total	21,138.98	306.78	3,571.24	-	25,017.00	
Certified - Semi - Period Number: 24.2						
10	1,790.25	-	-	-	1,790.25	
50	-	136.94	-	-	136.94	

CUSD No. 5, McLean and Woodford Counties, Illinois
Payroll Fund Totals Report

Payroll Fund Totals

From Date: 06/24/2026
To Date: 07/15/2026

Fund	Gross Pay	FICA	Retirement	Benefits	Total
51	-	-	9.53	-	9.53
Certified - Semi - Period Number: 24.2 Total	1,790.25	136.94	9.53	-	1,936.72
Classified - Semi - Period Number: 24.1					
10	2,550.37	-	-	-	2,550.37
50	-	195.10	-	-	195.10
51	-	-	184.15	-	184.15
Classified - Semi - Period Number: 24.1 Total	2,550.37	195.10	184.15	-	2,929.62
Classified - Semi - Period Number: 24.2					
10	4,498.00	-	-	-	4,498.00
20	2,708.12	-	-	-	2,708.12
50	-	551.26	-	-	551.26
51	-	-	237.61	-	237.61
Classified - Semi - Period Number: 24.2 Total	7,206.12	551.26	237.61	-	7,994.99
Certified - Semi - Period Number: 24.3					
10	13,251.65	-	774.46	-	14,026.11
50	-	192.36	-	-	192.36
Certified - Semi - Period Number: 24.3 Total	13,251.65	192.36	774.46	-	14,218.47
Certified - Semi - Period Number: 25.1					
10	174,454.95	-	12,492.37	-	186,947.32
50	-	2,533.67	-	-	2,533.67
Certified - Semi - Period Number: 25.1 Total	174,454.95	2,533.67	12,492.37	-	189,480.99
Classified - Semi - Period Number: 25.1					
10	35,322.89	-	-	-	35,322.89
20	56,082.07	-	-	-	56,082.07
40	281.25	-	-	-	281.25
50	-	7,014.63	-	-	7,014.63
51	-	-	4,394.17	-	4,394.17
Classified - Semi - Period Number: 25.1 Total	91,686.21	7,014.63	4,394.17	-	103,095.01
Classified - Semi - Period Number: 24.3					
10	652.36	-	-	402.50	1,054.86
50	-	49.91	-	-	49.91
51	-	-	47.10	-	47.10
Classified - Semi - Period Number: 24.3 Total	652.36	49.91	47.10	402.50	1,151.87
Certified - Semi - Period Number: 25.2					
10	23,568.66	-	4,005.28	-	27,573.94
50	-	342.00	-	-	342.00
Certified - Semi - Period Number: 25.2 Total	23,568.66	342.00	4,005.28	-	27,915.94
Certified - Semi - Period Number: 25.3					
10	396.00	-	-	-	396.00
50	-	30.29	-	-	30.29
51	-	-	9.53	-	9.53
Certified - Semi - Period Number: 25.3 Total	396.00	30.29	9.53	-	435.82
Classified - Semi - Period Number: 25.2					
10	116,363.84	-	-	-	116,363.84
50	-	8,901.80	-	-	8,901.80
51	-	-	6,150.75	-	6,150.75
Classified - Semi - Period Number: 25.2 Total	116,363.84	8,901.80	6,150.75	-	131,416.39

CUSD No. 5, McLean and Woodford Counties, Illinois
Payroll Fund Totals Report

Payroll Fund Totals					From Date: 06/24/2026 To Date: 07/15/2026
Fund	Gross Pay	FICA	Retirement	Benefits	Total
Classified - Semi - Period Number: 25.3					
10	2,889.90	-	-	-	2,889.90
50	-	221.08	-	-	221.08
51	-	-	208.65	-	208.65
Classified - Semi - Period Number: 25.3 Total	2,889.90	221.08	208.65	-	3,319.63
Classified - Semi - Period Number: 24.4					
10	1,768.14	-	-	-	1,768.14
50	-	135.26	-	-	135.26
Classified - Semi - Period Number: 24.4 Total	1,768.14	135.26	-	-	1,903.40
(blank)					
(blank)					
(blank) Total					
Grand Total	10,163,059.50	307,722.52	707,921.75	1,645,143.00	12,823,846.77

CUSD No. 5, McLean and Woodford Counties, Illinois
Payroll Fund Totals Report

Payroll Fund Totals

From Date: 06/24/2026
To Date: 07/15/2026

Fund	Total
10	11,463,218.40
20	792,293.38
40	20,176.01
50	307,722.52
51	197,376.46
80	43,060.00
(blank)	
Grand Total	12,823,846.77

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - PREPAID Student Activities

From Date 06/23/2026
To Date 06/23/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
OSTLING, COREY MATTHEW	3287		6/23/2026	Showcase	200.00
OSTLING, COREY MATTHEW Total					200.00
FASTSIGNS	3287		6/23/2026	46791	224.49
FASTSIGNS Total					224.49
SELECT SCREEN PRINTS	3287		6/23/2026	15398	1,046.00
SELECT SCREEN PRINTS Total					1,046.00
PURITAN SPRINGS	3287		6/23/2026	June 11 Statement	159.35
PURITAN SPRINGS Total					159.35
THE GREAT DISPLAY COMPANY	3287		6/23/2026	7084	105.00
THE GREAT DISPLAY COMPANY Total					105.00
VARSITY SPIRIT FASHION	3287		6/23/2026	14956116	6,347.24
VARSITY SPIRIT FASHION Total					6,347.24
READ'S SPORTING GOODS	3287		6/23/2026	5717	247.95
READ'S SPORTING GOODS Total					247.95
HAWKINS, CHRISTOPHER	3287		6/23/2026	Popcicles	20.95
HAWKINS, CHRISTOPHER Total					20.95
BROCK SPACK FOOTBALL CAMPS, INC	3287		6/23/2026	033	1,250.00
BROCK SPACK FOOTBALL CAMPS, INC Total					1,250.00
PIP MARKETING SIGNS	3287		6/23/2026	N266435	86.38
PIP MARKETING SIGNS Total					86.38
YOUNG, WENDY MARIE	3287		6/23/2026	B Bball Camp Refund	50.00
YOUNG, WENDY MARIE Total					50.00
ALFREY, JACKIE	3287		6/23/2026	Volleyball Refund 3	60.00
ALFREY, JACKIE Total					60.00
BLAUM, JOSHUA M.	3287		6/23/2026	Trainer	280.00
BLAUM, JOSHUA M. Total					280.00
BRAND U LLC	3287		6/23/2026	1971	7,000.00
BRAND U LLC Total					7,000.00
EDWARDS, BRYSON	3287		6/23/2026	Baseball Camp 9	135.00
EDWARDS, BRYSON Total					135.00
EVELAND, PADEN	3287		6/23/2026	Trainer 2	720.00
EVELAND, PADEN Total					720.00
FRIETSCH, MOLLY	3287		6/23/2026	G WR Camp Refund	50.00
FRIETSCH, MOLLY Total					50.00
LARKIN, RILEY	3287		6/23/2026	Baseball Camp 12	90.00
LARKIN, RILEY Total					90.00
LAWLESS, DREW	3287		6/23/2026	Baseball Camp 13	90.00
LAWLESS, DREW Total					90.00

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - PREPAID Student Activities

From Date 06/23/2026
To Date 06/23/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
RITER, CALEN	3287		6/23/2026	Baseball Camp 8	135.00
RITER, CALEN Total					135.00
RUMPS, DRAKE	3287		6/23/2026	Baseball Camp 10	120.00
RUMPS, DRAKE Total					120.00
S&S SIGNS LIGHTING ELECTRICAL	3287		6/23/2026	42433	1,350.08
S&S SIGNS LIGHTING ELECTRICAL Total					1,350.08
SANCHEZ, RICARDO	3287		6/23/2026	QC Summer	1,080.00
SANCHEZ, RICARDO Total					1,080.00
WALLER, COLTON	3287		6/23/2026	Baseball Camp 7	135.00
WALLER, COLTON Total					135.00
Grand Total					20,982.44

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - PREPAID Student Activities

From Date 06/23/2026
To Date 06/23/2026

Fund	Total
99	20,982.44
Grand Total	20,982.44

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - PREPAID

From Date 06/24/2026
To Date 07/14/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
AMAZON CAPITAL SERVICES	3291		6/24/2026	11CD-YRVC-3FY7	(97.89)
	3291		6/24/2026	133V-VD9J-XV76	1,149.46
	3291		6/24/2026	14WC-KGVL-MNCW	13.47
	3291		6/24/2026	16GC-T1YT-7RKG	41.38
	3291		6/24/2026	19MG-DG9R-XMQ7	335.71
	3291		6/24/2026	1FCD-LLTW-JGHM	1,426.17
	3291		6/24/2026	1HQP-CWK3-C491	871.54
	3291		6/24/2026	1HT7-WDXD-X1T3	1,410.08
	3291		6/24/2026	1JL1-LQH1-J3F6	7.12
	3291		6/24/2026	1KFW-FLNF-VNV4	198.82
	3291		6/24/2026	1LDT-R6T3-JD6D	39.99
	3291		6/24/2026	1LFJ-7TT7-XNLT	233.60
	3291		6/24/2026	1RMN-6XRN-DKCK	1,359.68
	3291		6/24/2026	1RQJ-PTFJ-WDCJ	402.83
	3291		6/24/2026	1T1F-C13F-JDYT	236.27
	3291		6/24/2026	1TTG-DTGG-J7VT	448.28
	3291		6/24/2026	1VKV-CCWX-C6WH	1,120.34
	3291		6/24/2026	1W4D-1QG4-HRVV	576.72
	3291		6/24/2026	1W9Q-CQ4C-6XK7	1,281.80
	3291		6/24/2026	1XWM-JMKK-D1HC	1,216.18
	3308		6/30/2026	11HX-YQ6Y-41TM	877.76
	3308		6/30/2026	16Y7-RQ6H-CDK1	419.63
	3308		6/30/2026	17XL-Y1CQ-6LVR	10.40
	3308		6/30/2026	196F-NFDT-Q9VV	843.65
	3308		6/30/2026	1L3G-T6LJ-9FFC	1,227.75
	3308		6/30/2026	1NWW-T9PP-DL3N	77.94
	3308		6/30/2026	1PCJ-N1NC-3LCH	1,428.29
	3308		6/30/2026	1Q7J-FVFW-9DQD	134.91
	3308		6/30/2026	1VLT-F1TF-16KJ	401.84
	3293		6/24/2026	1H43-YVQC-VHYT	127.98
	1000	271966	7/1/2026	11CH-GWCY-L6HX	15.98
	1000	271966	7/1/2026	11DT-XPPL-4H4H	273.42
	1000	271966	7/1/2026	13QP-3C9Y-CRYX	85.02
	1000	271966	7/1/2026	14PT-4PLX-3XMP	18.09
	1000	271966	7/1/2026	16LP-G9QR-9M1X	461.20
	1000	271966	7/1/2026	17CT-6JVF-3XD9	183.12
	1000	271966	7/1/2026	19TQ-PY3X-7NK6	521.13
	1000	271966	7/1/2026	1C7F-NPD1-GWNN	957.18
	1000	271966	7/1/2026	1CQH-73MQ-GWQK	29.21
	1000	271966	7/1/2026	1DNN-L63L-NHL4	273.24
	1000	271966	7/1/2026	1F3F-7H7Q-KG3Y	214.77
	1000	271966	7/1/2026	1G11-JWPC-CMCN	151.30
	1000	271966	7/1/2026	1GQ3-FWX4-NQGW	79.77
	1000	271966	7/1/2026	1HF4-33KP-FMKQ	120.39
	1000	271966	7/1/2026	1HWN-G4FP-NDDV	147.16
	1000	271966	7/1/2026	1J4W-RY6J-H7L7	173.26
	1000	271966	7/1/2026	1KFR-KK3L-F1GK	105.45
	1000	271966	7/1/2026	1KQC-KC6W-JRF3	70.80
	1000	271966	7/1/2026	1L3G-T6LJ-FMGP	518.46
	1000	271966	7/1/2026	1LPD-WWWX-HFDP	192.27
	1000	271966	7/1/2026	1LQP-49XN-6VYH	92.30
	1000	271966	7/1/2026	1Q7Y-KRCD-3QGW	142.06
	1000	271966	7/1/2026	1Q9P-4P43-WCY7	242.73
	1000	271966	7/1/2026	1RXD-VMXG-9YCP	67.32
	1000	271966	7/1/2026	1TD3-XN7M-9CFV	(6.17)
	1000	271966	7/1/2026	1V4P-VVDG-C1JH	467.96
	1000	271966	7/1/2026	1Y67-YNNQ-FHG9	642.32

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AMAZON CAPITAL SERVICES	1000	271966	7/1/2026	1Y67-YNNQ-PDLC	133.95
AMAZON CAPITAL SERVICES	1000	271966	7/1/2026	1YLW-CF6Q-K93X	17.48
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	11CC-YGTJ-1LL7	59.97
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	13FM-L7N7-QRLN	1,106.35
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	13TQ-HP7V-3QCP	861.22
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	17KH-31KV-W967	12.08
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	19R1-6KHL-3MP4	234.57
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1DWX-PLJR-41YD	319.39
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1DWX-PLJR-4336	750.88
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1DYP-6PP6-4TXV	61.00
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1GPQ-MLMV-4CKD	900.88
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1GQ7-XL7D-61KP	37.99
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1H3R-MMVT-QYFG	1,903.68
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1LLQ-YFN6-3MPW	226.78
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1M4G-LRV7-3YQN	1,127.32
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1MMQ-WD3D-G9RL	271.60
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1MMQ-WD3D-XPVT	323.71
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1MRN-XMD6-17W6	1,043.97
AMAZON CAPITAL SERVICES	1009	272050	7/8/2026	1MWR-K1VW-R34K	19.33
	1009	272050	7/8/2026	1T3F-14WD-T3X4	176.40
	1009	272050	7/8/2026	1T3F-14WD-WQ16	65.07
	1009	272050	7/8/2026	1VTJ-PYKR-JP1G	42.42
	1009	272050	7/8/2026	1YPC-VCJH-6KFK	28.75
AMAZON CAPITAL SERVICES Total					33,786.23
AMEREN IL	1010	272041	7/8/2026	STMT06261999EAGLE	54.69
	1010	272041	7/8/2026	STMT06262000EAGLE	54.64
	1010	272041	7/8/2026	STMT0626701COLLEGE	64.72
	1010	272041	7/8/2026	STMT0626812KERN	95.74
	1010	272041	7/8/2026	STMT0626902KERN	69.26
	1010	272041	7/8/2026	STMT0626CEDAR	342.92
AMEREN IL Total					681.97
B & B AWARDS & RECOGNITION	1000	271970	7/1/2026	20058257	88.97
B & B AWARDS & RECOGNITION Total					88.97
BABY FOLD	3308		6/30/2026	PI00408	21,064.24
	3308		6/30/2026	PI00409	14,875.78
	1000	271971	7/1/2026	PI00283	7,083.33
	1000	271971	7/1/2026	PI00297	7,712.48
	1000	271971	7/1/2026	PI00298	7,712.48
	1000	271971	7/1/2026	PI00316	7,281.92
	1000	271971	7/1/2026	PI00317	7,281.92
	1000	271971	7/1/2026	PI00318	7,281.92
	1000	271971	7/1/2026	PI00319	7,281.92
	1000	271971	7/1/2026	PI00320	7,281.92
	1000	271971	7/1/2026	PI00375	7,281.92
	1000	271971	7/1/2026	PI00376	7,281.92
	1000	271971	7/1/2026	PI00377	7,281.92
BABY FOLD Total					116,703.67
BENNETT ELECTRONICS	1000	271972	7/1/2026	39156	480.00
	1009	272051	7/8/2026	39208	256.00
BENNETT ELECTRONICS Total					736.00
BILL'S KEY & LOCK SHOP	1009	272052	7/8/2026	191743	4.33
BILL'S KEY & LOCK SHOP Total					4.33

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BLUE SPRINGS, INC.	1009	272053	7/8/2026	51697	585.00
	1009	272053	7/8/2026	51899	360.00
	1009	272053	7/8/2026	51920	110.00
	1009	272053	7/8/2026	51921	55.00
BLUE SPRINGS, INC. Total					1,110.00
BROWN, DAYNA ROBYN	1000	271974	7/1/2026	MILES2026-June	176.76
	1000	271974	7/1/2026	MILES2026-March	17.11
	1000	271974	7/1/2026	MILES2026-April	107.23
	1000	271974	7/1/2026	MILES2026-February	44.08
	1000	271974	7/1/2026	MILES2026-January	76.71
	1000	271974	7/1/2026	MILES2026-May	37.41
BROWN, DAYNA ROBYN Total					459.30
BSN SPORTS	3295		6/25/2026	934378000	3,664.43
	3295		6/25/2026	934399435	437.89
	1009	272055	7/8/2026	934466442	1,404.39
	1003	50702	7/2/2026	93376667	906.29
	1003	50702	7/2/2026	934242963	609.77
BSN SPORTS Total					7,022.77
CASEY'S GARDEN CENTER	1009	272058	7/8/2026	678142	139.80
	1009	272058	7/8/2026	693526	69.90
CASEY'S GARDEN CENTER Total					209.70
CDW COMPUTER CENTERS, INC	1009	272060	7/8/2026	AJ89T2R	17,500.00
	1009	272060	7/8/2026	ZR01362268	228.46
CDW COMPUTER CENTERS, INC Total					17,728.46
Childers, Leonard	1000	271978	7/1/2026	Hours6/8-19/26	1,860.00
	1009	272062	7/8/2026	Hours6/22/26-7/3/26	1,920.00
Childers, Leonard Total					3,780.00
CIP COMPANY	1009	272064	7/8/2026	13283	534.72
	1009	272064	7/8/2026	13427	114.30
	1009	272064	7/8/2026	13543	185.21
	1009	272064	7/8/2026	13676	209.80
CIP COMPANY Total					1,044.03
CONFIDENTIAL ON-SITE PAPER SHREDDIN	1000	271980	7/1/2026	0001319A	10.10
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					10.10
CONNOR CO	1009	272066	7/8/2026	S011790804.001	53.92
	1009	272066	7/8/2026	S011791628.001	257.22
	1009	272066	7/8/2026	S011795948.001	64.28
	1009	272066	7/8/2026	S011798159.001	2,860.63
	1009	272066	7/8/2026	S011798237.001	17.62
	1009	272066	7/8/2026	S011801131.001	32.28
	1009	272066	7/8/2026	S011809440.001	258.71
CONNOR CO Total					3,544.66
EDMENTUM	1000	271986	7/1/2026	INV32659933	43,030.00
EDMENTUM Total					43,030.00
FARM & FLEET OF BLOOMINGTON	1009	272071	7/8/2026	SO1000001646	276.34
	1009	272071	7/8/2026	SO1000001795	27.33

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FARM & FLEET OF BLOOMINGTON Total					303.67
FIVE STAR WATER	1009	272074	7/8/2026	06/11/2026-123414	5.00
FIVE STAR WATER Total					5.00
FOLLETT CONTENT SOLUTIONS, LLC	3291		6/24/2026	747113F	704.57
	3291		6/24/2026	750450F	948.19
	3291		6/24/2026	752303F	900.35
	3291		6/24/2026	759651F	2,500.00
	3308		6/30/2026	755128F	856.44
FOLLETT CONTENT SOLUTIONS, LLC Total					5,909.55
FS CUSTOM TURF	1009	272076	7/8/2026	34275674	180.00
	1009	272076	7/8/2026	34276199	190.00
	1009	272076	7/8/2026	34276995	300.00
	1009	272076	7/8/2026	35037207	300.00
	1009	272076	7/8/2026	35037994	180.00
FS CUSTOM TURF Total					1,150.00
GORDON FOOD SERVICE, INC	1000	271996	7/1/2026	9036995888	1,697.50
	1000	271996	7/1/2026	9036995894	1,959.48
	1000	271996	7/1/2026	9036995897	30,185.60
GORDON FOOD SERVICE, INC Total					33,842.58
GRAINGER PARTS OPERATIONS WW GRAING	1009	272078	7/8/2026	9943759168	8,714.55
	1009	272078	7/8/2026	9951668996	333.92
	1009	272078	7/8/2026	9953557510	2,254.00
	1009	272078	7/8/2026	9953557536	563.50
GRAINGER PARTS OPERATIONS WW GRAING Total					11,865.97
GREAT LAKES ACE HARDWARE INC.	1009	272079	7/8/2026	7565	52.22
	1009	272079	7/8/2026	7580	112.75
	1009	272079	7/8/2026	7587	37.77
	1009	272079	7/8/2026	7589	19.78
	1009	272079	7/8/2026	7591	2.69
	1009	272079	7/8/2026	7605	64.38
	1009	272079	7/8/2026	7616	90.37
	1009	272079	7/8/2026	7619	62.35
	1009	272079	7/8/2026	7629	70.42
	1009	272079	7/8/2026	7634	52.69
	1009	272079	7/8/2026	7636	11.80
	1009	272079	7/8/2026	7640	39.56
	1009	272079	7/8/2026	7641	24.28
	1009	272079	7/8/2026	7667	36.30
	1009	272079	7/8/2026	7669	31.48
	1009	272079	7/8/2026	7689	65.06
	1009	272079	7/8/2026	7738	52.02
	1009	272079	7/8/2026	7743	36.21
	1009	272079	7/8/2026	7745	144.05
	1009	272079	7/8/2026	7757	40.46
	1009	272079	7/8/2026	7762	59.86
	1009	272079	7/8/2026	7772	35.38
	1009	272079	7/8/2026	7777	97.49
	1009	272079	7/8/2026	7783	80.95
	1009	272079	7/8/2026	7787	14.74
	1009	272079	7/8/2026	7813	11.69
GREAT LAKES ACE HARDWARE INC. Total					1,346.75

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HD SUPPLY FACILITIES MANINTENANCE	3308		6/30/2026	9249940143	1,044.04
HD SUPPLY FACILITIES MANINTENANCE Total					1,044.04
HEINEMANN	3291		6/24/2026	956498463	124.21
	3308		6/30/2026	956449040	4,649.29
HEINEMANN Total					4,773.50
IRON MOUNTAIN	1000	272001	7/1/2026	LKKX161	4,386.09
IRON MOUNTAIN Total					4,386.09
J SPENCER CONSTRUCTION LLC	1009	272083	7/8/2026	2439	769.00
J SPENCER CONSTRUCTION LLC Total					769.00
JEROME, RUTH H	1000	272004	7/1/2026	ReimburseBooks	107.98
JEROME, RUTH H Total					107.98
JOHNSTONE SUPPLY	1009	272087	7/8/2026	7039452	45.72
	1009	272087	7/8/2026	7039630	542.55
	1009	272087	7/8/2026	7039638	52.80
JOHNSTONE SUPPLY Total					641.07
KEISER, STACY LYN BARRON	3291		6/24/2026	MILES2026-June	16.82
KEISER, STACY LYN BARRON Total					16.82
KELLEY LETT, DAWN MARIE	3291		6/24/2026	MILES2026 May	206.62
	3291		6/24/2026	MILES2026 April	255.93
	3291		6/24/2026	MILES2026-March	208.22
KELLEY LETT, DAWN MARIE Total					670.77
KINGS III EMERGENCY COMMUNICATIONS	1000	272011	7/1/2026	3447466	220.50
KINGS III EMERGENCY COMMUNICATIONS Total					220.50
LEARNWELL	3291		6/24/2026	INV319466	425.60
	3291		6/24/2026	INV319467	85.12
LEARNWELL Total					510.72
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	3291		6/24/2026	2021-22281	450.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total					450.00
MCLEAN COUNTY ASPHALT CO, INC	1009	272091	7/8/2026	85185	14,989.00
	1009	272091	7/8/2026	85186	9,948.00
	1009	272091	7/8/2026	85459	2,500.00
	1009	272091	7/8/2026	85461	62,796.00
	1009	272091	7/8/2026	85462	47,070.00
	1009	272091	7/8/2026	85496	7,095.00
	1009	272091	7/8/2026	85497	5,300.00
MCLEAN COUNTY ASPHALT CO, INC Total					149,698.00
MENARDS LUMBER	1009	272092	7/8/2026	96323	81.58
	1009	272092	7/8/2026	96325	265.78
	1009	272092	7/8/2026	96330	333.98
	1009	272092	7/8/2026	96450	633.22
	1009	272092	7/8/2026	96701	36.04
	1009	272092	7/8/2026	96720	280.95
	1009	272092	7/8/2026	96775	77.98
	1009	272092	7/8/2026	96803	42.87

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MENARDS LUMBER	1009	272092	7/8/2026	96834	27.91
	1009	272092	7/8/2026	96869	30.07
	1009	272092	7/8/2026	96870	150.92
	1009	272092	7/8/2026	96873	25.96
	1009	272092	7/8/2026	96920	51.80
	1009	272092	7/8/2026	97312	43.89
MENARDS LUMBER Total					2,082.95
MIDWEST CONSTRUCTION RENTALS	1009	272093	7/8/2026	237012-1	429.30
	1009	272093	7/8/2026	237044-1	97.52
MIDWEST CONSTRUCTION RENTALS Total					526.82
MIDWEST EQUIPMENT II	1002	272040	7/1/2026	872268	16,528.81
	1009	272094	7/8/2026	868674	198.26
	1009	272094	7/8/2026	868842	242.78
	1009	272094	7/8/2026	870144	153.50
MIDWEST EQUIPMENT II Total					17,123.35
NEURORESTORATIVE IL	1009	272095	7/8/2026	126-381373-4	1,365.52
NEURORESTORATIVE IL Total					1,365.52
NIKOLANCI, JULIE M	3291		6/24/2026	MILES2026MAY	38.79
	3291		6/24/2026	MILES2026APR	34.08
NIKOLANCI, JULIE M Total					72.87
NYBAKKE VACUUM SHOP, INC	1000	272017	7/1/2026	60326-11	499.99
NYBAKKE VACUUM SHOP, INC Total					499.99
OSTLING, COREY MATTHEW	3297		6/26/2026	Batavia Shootout	1,725.06
	3297		6/26/2026	Summer League 2026	180.00
	1000	272018	7/1/2026	REIMGAS061926	151.93
OSTLING, COREY MATTHEW Total					2,056.99
PARTS TOWN, LLC	1009	272097	7/8/2026	2109022699	987.40
	1009	272097	7/8/2026	2109022700	854.98
	1009	272097	7/8/2026	2109022701	109.38
	1009	272097	7/8/2026	2109022702	195.14
	1009	272097	7/8/2026	2109422445	982.28
PARTS TOWN, LLC Total					3,129.18
PROFESSIONAL ELECTRIC MOTOR REPAIR	1009	272098	7/8/2026	77414	80.60
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					80.60
REGIONAL OFFICE OF EDUCATION #17	1000	272023	7/1/2026	1002600888	126.99
	1009	272102	7/8/2026	1002600887	885.00
REGIONAL OFFICE OF EDUCATION #17 Total					1,011.99
S & S BUILDERS HARDWARE CO	1009	272105	7/8/2026	SI001267	330.00
	1009	272105	7/8/2026	SI001268	330.00
	1009	272105	7/8/2026	SI001285	607.70
	1009	272105	7/8/2026	SI001319	607.70
	1009	272105	7/8/2026	SI001344	4,255.70
	1009	272105	7/8/2026	SI001431	2,402.50
S & S BUILDERS HARDWARE CO Total					8,533.60
SCHOLASTIC INC.	3291		6/24/2026	M7719054 4	318.67
SCHOLASTIC INC. Total					318.67

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SCHOOL SPECIALTY	3291		6/24/2026	308104873340	1,390.17
	3292		6/24/2026	208137068868	1,417.87
	3292		6/24/2026	208137111349	5,618.52
	3292		6/24/2026	208137111354	11,531.88
	1000	272028	7/1/2026	308104871067	453.91
	1009	272106	7/8/2026	208137106629	737.06
SCHOOL SPECIALTY Total					21,149.41
SHERWIN WILLIAMS COMPANY	1009	272107	7/8/2026	14108133480626	26.38
	1009	272107	7/8/2026	15071133480626	1,047.38
	1009	272107	7/8/2026	15915133480626	207.41
	1009	272107	7/8/2026	16103133480626	172.05
	1009	272107	7/8/2026	16335133480626	348.92
	1009	272107	7/8/2026	16343133480626	3.14
	1009	272107	7/8/2026	16491133480626	(42.46)
	1009	272107	7/8/2026	17366133480626	69.94
	1009	272107	7/8/2026	4575174380626	172.05
	1009	272107	7/8/2026	51560173190626	77.26
	1009	272107	7/8/2026	56089108650626	311.87
	1009	272107	7/8/2026	56337108650626	935.00
	1009	272107	7/8/2026	59059108650626	59.35
SHERWIN WILLIAMS COMPANY Total					3,388.29
STUARD & ASSOCIATES, INC	3308		6/30/2026	56614	165.00
STUARD & ASSOCIATES, INC Total					165.00
TEAM AUTOMOTIVE AND TIRE	3291		6/24/2026	313781	40.00
	3291		6/24/2026	313883	40.00
TEAM AUTOMOTIVE AND TIRE Total					80.00
THE OMNI GROUP	1009	272110	7/8/2026	2607-7601	48.00
THE OMNI GROUP Total					48.00
THOMSON REUTERS-WEST	1009	272111	7/8/2026	853795155	1,679.14
THOMSON REUTERS-WEST Total					1,679.14
TIMECLOCK PLUS, LLC	1009	272112	7/8/2026	INV00485951	4,218.75
TIMECLOCK PLUS, LLC Total					4,218.75
ULINE	3291		6/24/2026	208935386	155.00
	3291		6/24/2026	208935386B	40.50
	1009	272116	7/8/2026	208826305	412.75
	1009	272116	7/8/2026	209374418	2,828.80
ULINE Total					3,437.05
UNIT 5 DECKER INDUSTRIES	1000	272036	7/1/2026	218-060826	300.00
UNIT 5 DECKER INDUSTRIES Total					300.00
US MECHANICAL SERVICES, INC	1009	272117	7/8/2026	33488	620.00
US MECHANICAL SERVICES, INC Total					620.00
VARSITY SPIRIT	3295		6/25/2026	14966291	3,719.65
VARSITY SPIRIT Total					3,719.65
WALKER, VALENTINE S	3291		6/24/2026	MILES2026MAY	93.96
	3291		6/24/2026	MILES2026APR	123.32

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WALKER, VALENTINE S	3291	272117	6/24/2026	MILES2026FEB	93.96
	3291		6/24/2026	MILES2026JAN	82.22
	3291		6/24/2026	MILES2026MAR	99.83
	3297		6/26/2026	Flavor Ice	121.28
	3304		6/29/2026	Gloves and Shoes	136.94
	1009	272119	7/8/2026	REIMGAS061226	68.63
WALKER, VALENTINE S Total					820.14
WEBER, DAVID JONATHAN	3304		6/29/2026	Room Equip	548.47
WEBER, DAVID JONATHAN Total					548.47
WILLSCOT MOBILE MINI	1000	272038	7/1/2026	9026391844	190.00
	1000	272038	7/1/2026	9026438938	235.00
	1000	272038	7/1/2026	9026438944	240.00
	1000	272038	7/1/2026	9026438948	240.00
	1000	272038	7/1/2026	9026438953	240.00
WILLSCOT MOBILE MINI Total					1,145.00
WINSLER, ANNETTE	3291		6/24/2026	MILES2026JUN	23.93
WINSLER, ANNETTE Total					23.93
WINSUPPLY	1009	272121	7/8/2026	401292-01	1,993.65
	1009	272121	7/8/2026	401758-01	35.51
	1009	272121	7/8/2026	401984-01	144.00
	1009	272121	7/8/2026	402017-01	271.66
	1009	272121	7/8/2026	402104-01	129.86
	1009	272121	7/8/2026	402137-01	281.00
	1009	272121	7/8/2026	402182-01	161.58
	1009	272121	7/8/2026	402344-01	16.52
WINSUPPLY Total					3,033.78
ZIMMERMAN, CLAIRE CHRISTINE	3291		6/24/2026	MILES2026MAY	73.95
ZIMMERMAN, CLAIRE CHRISTINE Total					73.95
ZOBEL, DANIEL B	1000	272039	7/1/2026	MILES2026-June	392.23
ZOBEL, DANIEL B Total					392.23
ADVANCE AUTO PARTS	3291		6/24/2026	6253616288154	6.49
	3291		6/24/2026	6253616388260	32.56
	3291		6/24/2026	6253616743966	10.86
	3291		6/24/2026	6253616788640	154.99
	1009	272047	7/8/2026	6253613885721	57.20
	1009	272047	7/8/2026	6253617489400	254.01
	1009	272047	7/8/2026	6253617589520	899.97
	1009	272047	7/8/2026	6253617689710	7.49
	1009	272047	7/8/2026	6253617689721	18.77
	1009	272047	7/8/2026	6253617789807	350.93
	1009	272047	7/8/2026	6253617789874	(150.34)
	1009	272047	7/8/2026	6253618089899	18.16
	1009	272047	7/8/2026	6253618089943	74.90
	1009	272047	7/8/2026	6253618089956	83.97
	1009	272047	7/8/2026	6253618089957	45.16
	1009	272047	7/8/2026	6253618180027	19.43
	1009	272047	7/8/2026	6253618180038	44.35
ADVANCE AUTO PARTS Total					1,928.90
AMERICAN RED CROSS	1000	271967 99	7/1/2026	23344443	192.00

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AMERICAN RED CROSS Total					192.00
CELL ELECTRIC LLC	1000	271976	7/1/2026	24-2412	3,059.00
	1000	271976	7/1/2026	24-2585	4,795.00
CELL ELECTRIC LLC Total					7,854.00
CENGAGE LEARNING, INC.	3291		6/24/2026	999102812870	2,415.00
	1000	271977	7/1/2026	999102759127	6,435.00
CENGAGE LEARNING, INC. Total					8,850.00
CI SOLUTIONS	1009	272063	7/8/2026	INV2386	1,860.00
CI SOLUTIONS Total					1,860.00
CLEAN THE UNIFORM COMPANY	3308		6/30/2026	32440276	86.61
	3308		6/30/2026	32441901	85.33
	3308		6/30/2026	32443492	85.33
	3308		6/30/2026	32445087	85.33
CLEAN THE UNIFORM COMPANY Total					342.60
CONSTELLATION NEWENERGY, INC.	3291		6/24/2026	72886153801	66,433.74
CONSTELLATION NEWENERGY, INC. Total					66,433.74
DEAL, EMILY ELIZABETH	1000	271981	7/1/2026	ReimburseParking	26.00
DEAL, EMILY ELIZABETH Total					26.00
EVERGREEN FS	1000	271988	7/1/2026	46261470	14.49
EVERGREEN FS Total					14.49
FIRST STUDENT	3291		6/24/2026	12135920	1,579,041.36
FIRST STUDENT Total					1,579,041.36
GLOBAL WATER TECHNOLOGY, INC.	1009	272077	7/8/2026	194175	1,653.85
GLOBAL WATER TECHNOLOGY, INC. Total					1,653.85
HERITAGE MACHINE & WELDING INC	1009	272080	7/8/2026	59669	117.28
	1009	272080	7/8/2026	59683	17.29
HERITAGE MACHINE & WELDING INC Total					134.57
HORINE, JOSHUA DAVID	1000	271999	7/1/2026	NWCHS5/12/26	150.00
HORINE, JOSHUA DAVID Total					150.00
J W PEPPER & SONS INCORP	1000	272003	7/1/2026	368497446	194.50
	1000	272003	7/1/2026	368546568	102.50
	1009	272084	7/8/2026	368554952	164.93
J W PEPPER & SONS INCORP Total					461.93
JES & SONS 2-WAY, LLC	1000	272005	7/1/2026	93366	1,122.00
	1009	272085	7/8/2026	93383	125.00
JES & SONS 2-WAY, LLC Total					1,247.00
KIMBALL MIDWEST	1009	272088	7/8/2026	104519651	355.72
KIMBALL MIDWEST Total					355.72
LAKESHORE LEARNING MATERIALS	3291		6/24/2026	93781152	1,650.15
LAKESHORE LEARNING MATERIALS Total					1,650.15
MIER, ANGELA M	3291	100	6/24/2026	MILES2026MAY	9.50

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MIER, ANGELA M Total					9.50
OSF OCCUPATIONAL HEALTH	1009	272096	7/8/2026	256753-00	2,810.00
	1009	272096	7/8/2026	256754-00	300.00
OSF OCCUPATIONAL HEALTH Total					3,110.00
PAVILION	3291		6/24/2026	30326	396.00
PAVILION Total					396.00
PEARSON	3308		6/30/2026	31846275	15,500.00
PEARSON Total					15,500.00
RUDGE, AMBER DAWN	3291		6/24/2026	MILES2026-May	28.13
	1009	272103	7/8/2026	MILES2026-June	44.30
RUDGE, AMBER DAWN Total					72.43
SOUTHTOWN WRECKER SERVICE INC	3291		6/24/2026	26-08879	185.00
	3291		6/24/2026	26-08880	185.00
	3291		6/24/2026	26-08881	185.00
	3291		6/24/2026	26-08882	185.00
	3291		6/24/2026	26-08883	185.00
SOUTHTOWN WRECKER SERVICE INC Total					925.00
THE MUSIC SHOPPE, INC	3291		6/24/2026	4199628	3,549.99
	3291		6/24/2026	4199644	1,405.99
	3291		6/24/2026	4199888	1,398.00
	3291		6/24/2026	4199982	2,569.00
	3291		6/24/2026	4200256	87.95
	3291		6/24/2026	4201919	8,150.00
	3291		6/24/2026	4202590	3,675.00
	3291		6/24/2026	4202591	5,318.00
	3291		6/24/2026	4202767	3,898.00
	3291		6/24/2026	4202784	1,949.00
	3291		6/24/2026	4203148	2,725.00
	3291		6/24/2026	4203825	13,819.00
	3291		6/24/2026	4203866	1,180.00
	3291		6/24/2026	4209606	1,179.00
	3291		6/24/2026	4210747	2,799.00
	3291		6/24/2026	4210752	2,635.00
	1000	272033	7/1/2026	4203719	200.00
THE MUSIC SHOPPE, INC Total					56,537.93
XEROX IT SOLUTIONS	3291		6/24/2026	4175938M	7,350.00
	3291		6/24/2026	7088522	50.00
XEROX IT SOLUTIONS Total					7,400.00
CORN BELT ENERGY CORPORATION	3292		6/24/2026	STMT 0626	105,595.20
CORN BELT ENERGY CORPORATION Total					105,595.20
NICOR GAS	3292		6/24/2026	0526 CEDAR RIDGE	233.08
	1010	272042	7/8/2026	0626BENJAMIN	196.65
	1010	272042	7/8/2026	0626BRIGHAM	328.75
	1010	272042	7/8/2026	0626CARLOCK	73.98
	1010	272042	7/8/2026	0626CEDARRIDGE	178.20
	1010	272042	7/8/2026	0626EVANS	421.99
	1010	272042	7/8/2026	0626FAIRVIEW	91.21
	1010	272042	7/8/2026	0626GLENN	90.66

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NICOR GAS	1010	272042	7/8/2026	0626HOOSE	326.86
	1010	272042	7/8/2026	0626HUDSON	112.53
	1010	272042	7/8/2026	0626OAKDALE	173.85
	1010	272042	7/8/2026	0626SUGARCREEK	243.22
	1010	272042	7/8/2026	0626TRANSPORT35	81.96
	1010	272042	7/8/2026	0626WAREHOUSE65	215.24
	1010	272042	7/8/2026	0626WAREHOUSE92	259.89
NICOR GAS Total					3,028.07
SUNNET HOLDCO 2024	3292		6/24/2026	906228102	2,945.94
	3292		6/24/2026	906228103	737.89
	3292		6/24/2026	906228104	957.59
	3292		6/24/2026	906228105	2,315.21
	3292		6/24/2026	906229179	498.03
	3292		6/24/2026	906229180	113.76
SUNNET HOLDCO 2024 Total					7,568.42
CITY OF BLOOMINGTON - UTILITIES	1001	271960	7/1/2026	1982433	1,660.00
	1001	271960	7/1/2026	1982487	2,880.18
	1001	271960	7/1/2026	1988825	901.90
	1001	271960	7/1/2026	1990740	1,510.02
	1001	271960	7/1/2026	1991228	1,340.06
	1001	271960	7/1/2026	1991497	1,359.91
CITY OF BLOOMINGTON - UTILITIES Total					9,652.07
FRONTIER	1001	271962	7/1/2026	STMT 0626	9,517.48
FRONTIER Total					9,517.48
T-MOBILE	1010	272043	7/8/2026	STMT0626CELL	6,979.00
	1010	272043	7/8/2026	STMT0626CUST	1,280.07
	1010	272043	7/8/2026	STMT0626HS	773.67
T-MOBILE Total					9,032.74
TOWN OF NORMAL - UTILITY BILLING	3292		6/24/2026	STMT 0626	32,937.97
TOWN OF NORMAL - UTILITY BILLING Total					32,937.97
BOBCAT OF PEORIA	1009	272054	7/8/2026	02-101914	118.92
BOBCAT OF PEORIA Total					118.92
CLAYTON HOLDINGS, LLC	1000	271979	7/1/2026	321115	1,249,367.85
	1000	271979	7/1/2026	322117	419,787.37
CLAYTON HOLDINGS, LLC Total					1,669,155.22
FASTENAL COMPANY	1009	272073	7/8/2026	ILBLM518419	50.64
FASTENAL COMPANY Total					50.64
HAWKINS, INC.	1000	271998	7/1/2026	7451460	2,348.93
	1000	271998	7/1/2026	7451461	2,777.78
HAWKINS, INC. Total					5,126.71
KRAFT, MACKENZIE	3295		6/25/2026	State Conv Hotel	2,462.68
KRAFT, MACKENZIE Total					2,462.68
NEXTERA ENERGY SERVICES	3292		6/24/2026	G404551060526	20,056.66
NEXTERA ENERGY SERVICES Total					20,056.66
PASEWALD, HEATHER N S	3291		6/24/2026	MILES2026MAY	26.82

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PASEWALD, HEATHER N S Total					26.82
PRESLEY, DEBORAH L	3291		6/24/2026	MILES2026MAY	13.05
PRESLEY, DEBORAH L Total					13.05
QUILL CORPORATION	1009	272100	7/8/2026	49207849	397.15
	1009	272100	7/8/2026	49225100	21.65
QUILL CORPORATION Total					418.80
SELECT SCREEN PRINTS	1003	50711	7/2/2026	15111	1,170.00
	1012	50719	7/8/2026	14559	150.00
SELECT SCREEN PRINTS Total					1,320.00
STACK, ANDREA C	3291		6/24/2026	MILES2026MAY	64.96
STACK, ANDREA C Total					64.96
TEMPLES, WESLEY G	3291		6/24/2026	MILES2026MAY	986.73
TEMPLES, WESLEY G Total					986.73
ZABUKOVEC, MELISSA	3291		6/24/2026	MILES2026JUN	18.85
ZABUKOVEC, MELISSA Total					18.85
ZIEBART SUPERSTORE	3291		6/24/2026	83311	110.00
ZIEBART SUPERSTORE Total					110.00
KAEB SANITARY SUPPLY INC.	1000	272010	7/1/2026	237455-1	24.45
	1000	272010	7/1/2026	237706	307.52
	1000	272010	7/1/2026	237759	261.80
	1000	272010	7/1/2026	237849	219.30
	1000	272010	7/1/2026	237968	1,471.47
KAEB SANITARY SUPPLY INC. Total					2,284.54
REPUBLIC SERVICES - #368	1000	272024	7/1/2026	368-001192322	7,977.07
REPUBLIC SERVICES - #368 Total					7,977.07
SPECIALIZED EDUCATION OF ILLINOIS	3291		6/24/2026	INV251923	25,441.00
SPECIALIZED EDUCATION OF ILLINOIS Total					25,441.00
TOWANDA WATER DEPARTMENT	1010	272044	7/8/2026	STMT0626	125.40
TOWANDA WATER DEPARTMENT Total					125.40
NICASIO, MARIANA	3291		6/24/2026	MILES2026MAY	22.91
	3291		6/24/2026	MILES2026APR	31.03
	3291		6/24/2026	MILES2026FEB	15.95
	3291		6/24/2026	MILES2026JAN	6.53
	3291		6/24/2026	MILES2026MAR	7.97
NICASIO, MARIANA Total					84.39
FEENEY, DAVID GEORGE	1003	50705	7/2/2026	Trip to Rippon	1,572.23
FEENEY, DAVID GEORGE Total					1,572.23
ILLINOIS HIGH SCHOOL ASSOCIATION	3295		6/25/2026	19647914	50.20
	1003	50707	7/2/2026	050687	693.80
ILLINOIS HIGH SCHOOL ASSOCIATION Total					744.00
PENDLETON, TARA D	1012	50718	7/8/2026	NLC Six Flags	2,588.90
PENDLETON, TARA D Total					2,588.90

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WITZIG, DAVID G	3295		6/25/2026	Camp Bballs	120.00
	1012	50721	7/8/2026	Food 7/26	44.24
	1012	50721	7/8/2026	Breakfast Pizza	103.42
WITZIG, DAVID G Total					267.66
GOTSCHALL, HEATHER L	3295		6/25/2026	Popsicles & color	93.96
	1003	50706	7/2/2026	6/26 reimb	380.18
GOTSCHALL, HEATHER L Total					474.14
SHIRT TECH	3295		6/25/2026	1317	497.00
SHIRT TECH Total					497.00
SHACKLEY, KEVIN PATRICK	1000	272030	7/1/2026	REIMCONFNCSS061726	475.00
SHACKLEY, KEVIN PATRICK Total					475.00
MINERVA PROMOTIONS	3295		6/25/2026	1001202	3,209.00
MINERVA PROMOTIONS Total					3,209.00
LEHR, DAVID M	3297		6/26/2026	Wrestling Camp	899.00
LEHR, DAVID M Total					899.00
MCLEAN CO UNIT DIST NO 5	3332		6/30/2026	V63875557	3,329.23
	3302		6/25/2026	100800 5/26 -6/26	19,282.80
	3303		6/25/2026	100800 May/June	19,203.21
	3301		6/25/2026	V62109284	243.00
	3323		6/25/2026	V31936510	3,624.54
	3322		6/25/2026	V64215839	1,932.50
	3313		6/25/2026	V47338252	3,298.39
MCLEAN CO UNIT DIST NO 5 Total					50,913.67
SCHOLASTIC INC EDUCATION	3291		6/24/2026	M7688499 8	7,702.30
	3291		6/24/2026	M7688515 1	7,702.30
	3291		6/24/2026	M7688518 5	7,702.30
	3291		6/24/2026	M7688552 4	7,702.30
SCHOLASTIC INC EDUCATION Total					30,809.20
CCMSI	1007	0	7/7/2026	0204596-IN	134,098.88
	1009	272059	7/8/2026	0178240-IN	13,695.00
CCMSI Total					147,793.88
INFINITE CAMPUS	3320		6/29/2026	V20218756	51.10
	3307		6/24/2026	V33438328	69.25
	3314		6/25/2026	V35969033	595.38
	3321		6/30/2026	V45304343	102.86
	3319		6/26/2026	V73487296	118.49
	1015	0	7/3/2026	V10090749	73.18
	1004	0	7/1/2026	V17714116	63.22
	1018	0	7/6/2026	V28793398	155.35
	1019	0	7/7/2026	V42890831	272.56
	1008	0	7/2/2026	V6626638	150.45
	1021	0	7/8/2026	V82763442	143.01
INFINITE CAMPUS Total					1,794.85
REVTRAK	1020	0	7/8/2026	V56021054	18.55
REVTRAK Total					18.55

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ZIONS BANCORPORATIONS, NATIONAL ASSOC.	3315		6/28/2026	V41891749	247,750.00
ZIONS BANCORPORATIONS, NATIONAL ASSOC. Total					247,750.00
BLUE CROSS BLUE SHIELD OF ILLINOIS	3312		6/30/2026	383164168679	444,135.39
	1005	0	7/7/2026	383162757355	295,304.90
	1006	0	7/7/2026	760671249771	88,842.51
BLUE CROSS BLUE SHIELD OF ILLINOIS Total					828,282.80
HEALTHEQUITY, INC.	3318		6/30/2026	xzwc5o3	4,604.48
	3317		6/29/2026	6enp4oh	1,425.00
	3317		6/29/2026	x94xj7a	10,896.86
	1016	0	7/8/2026	rf7pacb	1,322.75
	1013	0	7/7/2026	Ozbqiat	16,548.22
	1014	0	7/7/2026	vde1hbf	625.00
HEALTHEQUITY, INC. Total					35,422.31
ARBITERSPORTS, LLC	3294		6/25/2026	CB0MQS6Y6W700	2,484.00
	1000	271968	7/1/2026	INV82936	5,850.00
ARBITERSPORTS, LLC Total					8,334.00
SEVEN HILLS NEW HAMPSHIRE	3291		6/24/2026	149058	35,698.59
SEVEN HILLS NEW HAMPSHIRE Total					35,698.59
A DRAIN DOCTOR	1009	272046	7/8/2026	10835	455.00
	1009	272046	7/8/2026	10838	517.50
A DRAIN DOCTOR Total					972.50
ALTORFER	1009	272049	7/8/2026	PC020887415	46.02
ALTORFER Total					46.02
HUDSON MUNICIPAL WATER	1001	271963	7/1/2026	STMT 0626	121.86
HUDSON MUNICIPAL WATER Total					121.86
WEATHERPROOFING TECHNOLOGIES, INC.	1009	272120	7/8/2026	98610055	225,895.33
WEATHERPROOFING TECHNOLOGIES, INC. Total					225,895.33
LIGHTY, BERNADETTE PANGANIBAN	3308		6/30/2026	MILES2026Jan-May	138.40
LIGHTY, BERNADETTE PANGANIBAN Total					138.40
PARTNERED CONSULTANTS	1000	272019	7/1/2026	1165	2,000.00
PARTNERED CONSULTANTS Total					2,000.00
STARCREST CLEANERS	1000	272031	7/1/2026	26141-8904	12.42
	1000	272031	7/1/2026	26148-1713	643.20
STARCREST CLEANERS Total					655.62
SWANSON, JOEL E	1003	50712	7/2/2026	FCA Planning Lunch	92.70
	1003	50712	7/2/2026	HOSA Parking ICC	75.96
SWANSON, JOEL E Total					168.66
VOEGHTLY, ELIJAH D	3291		6/24/2026	MILES2026APR	68.44
	3291		6/24/2026	MILES2026FEB	128.32
	3291		6/24/2026	MILES2026JAN	94.11
	3291		6/24/2026	MILES2026MAR	153.99
VOEGHTLY, ELIJAH D Total					444.86
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL	1009	272122 105	7/8/2026	STMT0426-0626	76,913.59

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Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL Total					76,913.59
TYLER TECHNOLOGIES, INC	3291		6/24/2026	45-566044	1,856.00
	3291		6/24/2026	45-566914	410.00
	1000	272035	7/1/2026	45-567754	2,460.00
	1000	272035	7/1/2026	45-568021	1,740.00
	1009	272114	7/8/2026	45-568314	410.00
TYLER TECHNOLOGIES, INC Total					6,876.00
ALPHA MECHANICAL SERVICE	1009	272048	7/8/2026	INV6575403	850.00
ALPHA MECHANICAL SERVICE Total					850.00
CROWN EQUIPMENT CORPORATION	1009	272068	7/8/2026	118148515	135.00
	1009	272068	7/8/2026	118148516	116.00
	1009	272068	7/8/2026	118148599	140.00
	1009	272068	7/8/2026	118148608	175.00
	1009	272068	7/8/2026	118148937	70.00
	1009	272068	7/8/2026	118148991	1,840.47
CROWN EQUIPMENT CORPORATION Total					2,476.47
ECHO ELECTRIC	1009	272069	7/8/2026	S012033418.001	83.44
ECHO ELECTRIC Total					83.44
HICKMAN, MARTIN S	3291		6/24/2026	MILES2026-June	379.90
HICKMAN, MARTIN S Total					379.90
IRWIN SEATING COMPANY	1009	272082	7/8/2026	S0068105	214,762.25
IRWIN SEATING COMPANY Total					214,762.25
JOSTENS, INC	1000	272007	7/1/2026	39948367	99.45
	1000	272007	7/1/2026	39995437	42.95
	1000	272007	7/1/2026	39995758	27.45
	1000	272007	7/1/2026	40087864	18.45
JOSTENS, INC Total					188.30
JTC ACADEMY	1000	272008	7/1/2026	RevisedRate	46.00
JTC ACADEMY Total					46.00
READ'S SPORTING GOODS	3295		6/25/2026	C1301	359.70
READ'S SPORTING GOODS Total					359.70
RW VANDEGRAFT	1009	272104	7/8/2026	4785	5,785.00
	1009	272104	7/8/2026	4786	3,570.00
	1009	272104	7/8/2026	4788	11,035.00
RW VANDEGRAFT Total					20,390.00
TIM NEWBURN DESIGNS	1000	272034	7/1/2026	2843	3,838.00
TIM NEWBURN DESIGNS Total					3,838.00
ILLINOIS FBLA 2	1012	50717	7/8/2026	106270	720.00
ILLINOIS FBLA 2 Total					720.00
NIX, LECONTE M	3295		6/25/2026	Gas for games	91.57
NIX, LECONTE M Total					91.57
COLORADO TIME SYSTEMS, LLC.	1003	50704	7/2/2026	20525881-IN	3,440.00
COLORADO TIME SYSTEMS, LLC. Total					3,440.00

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CHILDERS DOOR SERVICE LLC	3308		6/30/2026	311873	245.84
CHILDERS DOOR SERVICE LLC Total					245.84
VENTRIS LEARNING LLC	1009	272118	7/8/2026	20264436	376.25
VENTRIS LEARNING LLC Total					376.25
ADELANTE ED. SPECIALISTS GROUP, INC.	1000	271965	7/1/2026	1576	9,995.00
ADELANTE ED. SPECIALISTS GROUP, INC. Total					9,995.00
MENKEN, KALEIGH	3291		6/24/2026	MILES2026MAY	33.49
	3291		6/24/2026	MILES2026APR	33.49
	3291		6/24/2026	MILES2026FEB	24.36
	3291		6/24/2026	MILES2026JAN	24.36
	3291		6/24/2026	MILES2026MAR	24.36
MENKEN, KALEIGH Total					140.06
RIENTS, JENNIFER	3291		6/24/2026	MILES2026JUN	110.71
	3291		6/24/2026	MILES2026MAY	143.41
	3291		6/24/2026	MILES2026APR	116.58
RIENTS, JENNIFER Total					370.70
SCHOOL NURSE SUPPLY, INC	1000	272027	7/1/2026	INV1095108	47.25
	1000	272027	7/1/2026	INV1095118	454.13
	1000	272027	7/1/2026	INV1095166	1,584.53
	1000	272027	7/1/2026	INV1095215	823.50
	1000	272027	7/1/2026	INV1095400	847.40
SCHOOL NURSE SUPPLY, INC Total					3,756.81
CHAPMAN, CARRIE J	3308		6/30/2026	MILES2026-March	33.64
	3308		6/30/2026	MILES2026-April	57.35
	3308		6/30/2026	MILES2026-February	118.32
	3308		6/30/2026	MILES2026-January	41.76
	3308		6/30/2026	MILES2026-May	63.58
	3308		6/30/2026	MILES2025-August	64.75
	3308		6/30/2026	MILES2025-December	33.53
	3308		6/30/2026	MILES2025-November	27.79
	3308		6/30/2026	MILES2025-October	52.92
	3308		6/30/2026	MILES2025-September	55.93
CHAPMAN, CARRIE J Total					549.57
PIONEER VALLEY BOOKS	1000	272021	7/1/2026	I287062	82.50
PIONEER VALLEY BOOKS Total					82.50
FRANGELLA, BECKY	1000	271994	7/1/2026	ReimburseBreakfast	64.64
FRANGELLA, BECKY Total					64.64
PEORIA CO REG.OFC ED.	3291		6/24/2026	WADE0526	105.00
PEORIA CO REG.OFC ED. Total					105.00
SMITH, CHRISTOPHER J	3291		6/24/2026	MILES2026MAY	10.22
SMITH, CHRISTOPHER J Total					10.22
EB ACADEMIC CAMPS, LLC	1000	271983	7/1/2026	INV-1800	49,850.00
EB ACADEMIC CAMPS, LLC Total					49,850.00
PARTS DEPOT	3291		6/24/2026	296411	206.97

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PARTS DEPOT	3291	271983	6/24/2026	296917	171.99
PARTS DEPOT Total					378.96
READING READING BOOKS, LLC	1000	272022	7/1/2026	44215	462.50
READING READING BOOKS, LLC Total					462.50
UNIT 5 VOCATIONAL TRAINING CTR/DECK	3291		6/24/2026	202 041626	52.50
UNIT 5 VOCATIONAL TRAINING CTR/DECK Total					52.50
STAY ANOTHER DAY LTD	1012	50720	7/8/2026	D555	600.00
STAY ANOTHER DAY LTD Total					600.00
Byrd, Jasmine	1003	50703	7/2/2026	Kids camp photos	18.72
Byrd, Jasmine Total					18.72
HAWKINS, CHRISTOPHER	3297		6/26/2026	Meal Reimbursement	246.50
HAWKINS, CHRISTOPHER Total					246.50
TURNER, ANDREW	1009	272113	7/8/2026	ACTIVITYBUSMAR-MAY26	675.07
TURNER, ANDREW Total					675.07
FINDLEY, JONOVEN	1000	271991	7/1/2026	ReimburseGas	79.42
FINDLEY, JONOVEN Total					79.42
SUNCENTRAL LLC	3292		6/24/2026	0CBB41AC	861.05
SUNCENTRAL LLC Total					861.05
A B HATCHERY	1009	272045	7/8/2026	6786	192.79
	1009	272045	7/8/2026	6795	263.82
A B HATCHERY Total					456.61
ETA HAND 2 MIND, INC.	3308		6/30/2026	260170040	56.97
ETA HAND 2 MIND, INC. Total					56.97
SAVVAS LEARNING COMPANY LLC	1000	272026	7/1/2026	7029299184	54,000.00
SAVVAS LEARNING COMPANY LLC Total					54,000.00
TYLER BUSINESS FORMS	3291		6/24/2026	Invoice-112648	540.72
	3291		6/24/2026	Invoice-112767	430.00
TYLER BUSINESS FORMS Total					970.72
BOARD OF TRUSTEES UNIV OF ILLINOIS	3292		6/24/2026	CertFoodProMngrs	434.00
BOARD OF TRUSTEES UNIV OF ILLINOIS Total					434.00
MATHIS-KELLEY CONST SUPPLY CO	1009	272090	7/8/2026	234832	57.37
MATHIS-KELLEY CONST SUPPLY CO Total					57.37
ROBBINS, MARSHA L	3291		6/24/2026	MILES2026MAY	10.88
	3291		6/24/2026	MILES2026APR	19.57
ROBBINS, MARSHA L Total					30.45
ELLIN, MELISSA	1001	271961	7/1/2026	MILES2026-June	78.88
ELLIN, MELISSA Total					78.88
CHIEF CITY MECHANICAL, INC	1009	272061	7/8/2026	19188	279.00
CHIEF CITY MECHANICAL, INC Total					279.00

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EF COMMERCIAL FLOORING, LLC	1000	271987	7/1/2026	6-5567976	24,011.17
	1009	272070	7/8/2026	6-5634010	2,597.83
EF COMMERCIAL FLOORING, LLC Total					26,609.00
MCCLURE, ELIZABETH A	3291		6/24/2026	MILES2026MAY	11.02
MCCLURE, ELIZABETH A Total					11.02
PETERS, FERAH	1000	272020	7/1/2026	REIMSAMS060426	157.02
	1000	272020	7/1/2026	REIMSAMS061526	157.91
PETERS, FERAH Total					314.93
RIPKA, DEIDRE D	1000	272025	7/1/2026	REIMSUMMERSCHL061826	76.92
RIPKA, DEIDRE D Total					76.92
AHART, JAMES D	3308		6/30/2026	ClothingAllow5/16/26	175.00
AHART, JAMES D Total					175.00
ARTFUL DESIGNS	3308		6/30/2026	BFBCoupeSaladPlate	202.00
ARTFUL DESIGNS Total					202.00
FISHER SCIENTIFIC COMPANY LLC	1000	271992	7/1/2026	9374481	111.76
FISHER SCIENTIFIC COMPANY LLC Total					111.76
ILLINOIS ART STATION	1000	272000	7/1/2026	U5CSS62426	156.00
ILLINOIS ART STATION Total					156.00
TOEPFER, SARAH M	3291		6/24/2026	MILES2026JUN	24.94
	3291		6/24/2026	MILES2026MAY	9.86
	3291		6/24/2026	MILES2026APR	19.72
	3291		6/24/2026	MILES2026FEB	9.86
TOEPFER, SARAH M Total					64.38
COONE, RYDER	1009	272067	7/8/2026	ReimburseGas	121.45
COONE, RYDER Total					121.45
IMPRINT NOW	3291		6/24/2026	882282112	438.72
IMPRINT NOW Total					438.72
KUEBRICH, JENNIFER L	3291		6/24/2026	MILES2026-June	78.88
	3291		6/24/2026	MILES2026-March	60.83
	3291		6/24/2026	MILES2026-April	68.66
	3291		6/24/2026	MILES2026-February	74.53
	3291		6/24/2026	MILES2026-January	38.14
	3291		6/24/2026	MILES2026-May	65.25
	1009	272089	7/8/2026	MILES2025-August	8.54
	1009	272089	7/8/2026	MILES2025-December	29.19
	1009	272089	7/8/2026	MILES2025-November	81.41
	1009	272089	7/8/2026	MILES2025-October	50.40
	1009	272089	7/8/2026	MILES2025-September	42.14
KUEBRICH, JENNIFER L Total					597.97
MCBURNEY, TROY A	3291		6/24/2026	CLOTHALLOW061026	209.81
MCBURNEY, TROY A Total					209.81
POSITIVE PROMOTIONS INC	3291		6/24/2026	7744440	320.47
POSITIVE PROMOTIONS INC Total					320.47

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RECH, RUDOLPH C	3291		6/24/2026	CLOTHALLOW051826	209.81
RECH, RUDOLPH C Total					209.81
REDSIFT LIMITED	3291		6/24/2026	INV-19204197	7,956.00
REDSIFT LIMITED Total					7,956.00
RENAISSANCE LEARNING, INC.	3291		6/24/2026	INV5695096	149,500.95
	3291		6/24/2026	INV5697530	82,248.00
RENAISSANCE LEARNING, INC. Total					231,748.95
STEPS TO LITERACY	3291		6/24/2026	217813	1,316.80
STEPS TO LITERACY Total					1,316.80
STORCOM	3291		6/24/2026	INV0003235	1,733.21
	3291		6/24/2026	INV0003236	35,746.74
STORCOM Total					37,479.95
TEE JAY CENTRAL INC.	3291		6/24/2026	92927	384.12
TEE JAY CENTRAL INC. Total					384.12
TRI STATE CARPORTS INC	3291		6/24/2026	SCHOOLNORMALWESTHI1	2,317.45
TRI STATE CARPORTS INC Total					2,317.45
McGinnis, Declan	3292		6/24/2026	CLOTHALLOW050526	209.81
McGinnis, Declan Total					209.81
KMG SERVICES, LLC	3308		6/30/2026	89756	9,000.00
KMG SERVICES, LLC Total					9,000.00
LESSONPIX, INC	3308		6/30/2026	15890	5,760.00
LESSONPIX, INC Total					5,760.00
POOL, DOUGLAS	3308		6/30/2026	REIMFEES062326	37.75
POOL, DOUGLAS Total					37.75
PSYCHOLOGICAL ASSESSMENT RESOURCES INC	3308		6/30/2026	IN-00596835	66.00
PSYCHOLOGICAL ASSESSMENT RESOURCES INC Total					66.00
SEESAW LEARNING, INC.	3308		6/30/2026	2026-92500	61,756.86
SEESAW LEARNING, INC. Total					61,756.86
WALLACE, JILL	3308		6/30/2026	FairviewElem6/17/26	100.00
WALLACE, JILL Total					100.00
TWORK, KAYLEIGH ANN	3293		6/24/2026	Reimbursement	30.00
TWORK, KAYLEIGH ANN Total					30.00
GIPPER MEDIA	3295		6/25/2026	207C71co-0007	1,500.00
GIPPER MEDIA Total					1,500.00
HANKS, CHARLES J.	3297		6/26/2026	Baseball Camp 11	90.00
HANKS, CHARLES J. Total					90.00
US BANCORP GOV LEASING & FINANCE, INC.	1001	271964	7/1/2026	077-0000430-002	410,861.45
US BANCORP GOV LEASING & FINANCE, INC. Total					410,861.45
Aslinger, Melanie Renee	1000	271969 110	7/1/2026	MILES2026-March	8.85

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Aslinger, Melanie Renee	1000	271969	7/1/2026	MILES2026-April	18.05
	1000	271969	7/1/2026	MILES2026-February	57.06
	1000	271969	7/1/2026	MILES2026-January	62.06
Aslinger, Melanie Renee Total					146.02
BRISK LABS CORP.	1000	271973	7/1/2026	2382-139	33,282.00
BRISK LABS CORP. Total					33,282.00
BUILDING WINGS, LLC	1000	271975	7/1/2026	605681	946.96
BUILDING WINGS, LLC Total					946.96
Dolan, Margaret Theresa	1000	271982	7/1/2026	ReimburseSumSchSuppl	233.02
Dolan, Margaret Theresa Total					233.02
ECKERT, SARA J	1000	271984	7/1/2026	WorkedHours	75.00
ECKERT, SARA J Total					75.00
Eddleman, Courtney Ann	1000	271985	7/1/2026	ReimburselProformac	375.00
Eddleman, Courtney Ann Total					375.00
EVERWAY LLC	1000	271989	7/1/2026	00285523N	27,933.80
EVERWAY LLC Total					27,933.80
FATHER FLANAGAN'S BOYS HOME	1000	271990	7/1/2026	26-1134	500.00
FATHER FLANAGAN'S BOYS HOME Total					500.00
Ford, Noah G	1000	271993	7/1/2026	MILES2026-June	94.25
Ford, Noah G Total					94.25
GIVEBACKS, INC.	1000	271995	7/1/2026	MCUSD - 0001	16,000.00
GIVEBACKS, INC. Total					16,000.00
H J EPPEL & CO INC	1000	271997	7/1/2026	12881	751,799.21
H J EPPEL & CO INC Total					751,799.21
ISU ALUMNI CENTER	1000	272002	7/1/2026	CONF474	225.00
ISU ALUMNI CENTER Total					225.00
JMO MODULAR LLC.	1000	272006	7/1/2026	40231	17,000.00
	1000	272006	7/1/2026	40232	44,600.00
	1000	272006	7/1/2026	40232A	44,600.00
	1000	272006	7/1/2026	40233	32,100.00
	1000	272006	7/1/2026	40233A	32,100.00
	1000	272006	7/1/2026	40234	32,100.00
	1000	272006	7/1/2026	40235	16,800.00
	1009	272086	7/8/2026	40455	18,500.00
	1009	272086	7/8/2026	40455A	18,500.00
JMO MODULAR LLC. Total					256,300.00
JUMP 4 JOY SQUAD, INC.	1000	272009	7/1/2026	FreedomINV2026	600.00
JUMP 4 JOY SQUAD, INC. Total					600.00
KS STATEBANK	1000	272012	7/1/2026	67264-07-2026	94,110.76
KS STATEBANK Total					94,110.76
LAKE CO REGIONAL OFC OF EDUCATION	1000	272013	7/1/2026	431	1,700.00
LAKE CO REGIONAL OFC OF EDUCATION Total					1,700.00

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MANAGED METHODS INC	1000	272014	7/1/2026	2026-2814	25,740.00
MANAGED METHODS INC Total					25,740.00
MONTICELLO MUSIC BOOSTERS	1000	272015	7/1/2026	BANDSAGECITY091926	200.00
MONTICELLO MUSIC BOOSTERS Total					200.00
MUSIC SALES DIGITAL SERVICES, LLC	1000	272016	7/1/2026	INV-18757	4,049.97
MUSIC SALES DIGITAL SERVICES, LLC Total					4,049.97
SCHUMACHER, JENNA	1000	272029	7/1/2026	REIMBENTGO060826	21.94
SCHUMACHER, JENNA Total					21.94
STORYSHARES LLC	1000	272032	7/1/2026	250520351	1,900.98
STORYSHARES LLC Total					1,900.98
VARITRONICS LLC	1000	272037	7/1/2026	PSI-203058	10,833.91
	1000	272037	7/1/2026	PSI-203059	10,833.91
VARITRONICS LLC Total					21,667.82
BUBBLE ODYSSEY	1009	272056	7/8/2026	0000007	250.00
BUBBLE ODYSSEY Total					250.00
BYRNE & JONES CONSTRUCTION	1009	272057	7/8/2026	S20073-NRM-App2	350,265.00
	1009	272057	7/8/2026	S20073-NRM-App3	502,974.65
BYRNE & JONES CONSTRUCTION Total					853,239.65
CITY OF BLOOMINGTON	1009	272065	7/8/2026	12751	82,024.80
CITY OF BLOOMINGTON Total					82,024.80
FARNSWORTH CROUP, INC.	1009	272072	7/8/2026	269754	1,500.00
FARNSWORTH CROUP, INC. Total					1,500.00
FREEZE, KIRSTEN E	1009	272075	7/8/2026	Reimb for virtual di	45.00
FREEZE, KIRSTEN E Total					45.00
IL ASSOC OF SCHOOL PERSONNEL ADMINISTRAT	1009	272081	7/8/2026	8405	350.00
IL ASSOC OF SCHOOL PERSONNEL ADMINISTRAT Total					350.00
PROJECT OZ	1009	272099	7/8/2026	527	150,000.00
PROJECT OZ Total					150,000.00
RAMZA INSURANCE GROUP	1009	272101	7/8/2026	894798	2,244.00
RAMZA INSURANCE GROUP Total					2,244.00
SITEONE LANDSCAPE SUPPLY, LLC	1009	272108	7/8/2026	167085251-001	177.11
SITEONE LANDSCAPE SUPPLY, LLC Total					177.11
SPARKS HOFFMAN, SALLY	1009	272109	7/8/2026	CONTRACTHRS052026	75.00
SPARKS HOFFMAN, SALLY Total					75.00
U.S. TENNIS COURT CONSTRUCTION COMPANY	1009	272115	7/8/2026	26079	50,294.00
U.S. TENNIS COURT CONSTRUCTION COMPANY Total					50,294.00
WILLIAMS, MEGAN K	1003	50713	7/2/2026	Trip to Ripon	449.78
WILLIAMS, MEGAN K Total					449.78

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RACKCOACH	1003	50708	7/2/2026	7822	1,250.00
RACKCOACH Total					1,250.00
RIPON COLLEGE	1003	50709	7/2/2026	6/26/26	3,681.50
RIPON COLLEGE Total					3,681.50
RUYLE, JASON E	1003	50710	7/2/2026	Reimb Snacks	38.69
RUYLE, JASON E Total					38.69
BLANCHETTE, BECKER	1012	50714	7/8/2026	Camp coach 6/26	300.00
BLANCHETTE, BECKER Total					300.00
GAME DAY SKINZ, INC.	1012	50715	7/8/2026	S05129	11,031.50
GAME DAY SKINZ, INC. Total					11,031.50
HUDSON, SHAELEN	1012	50716	7/8/2026	Camp coach 6/26	168.00
HUDSON, SHAELEN Total					168.00
WITZIG, LILLIAN	1012	50722	7/8/2026	Camp coach 6/26	180.00
WITZIG, LILLIAN Total					180.00
Grand Total					9,478,742.78

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Fund	Total
7	29,495.08
8	834,210.03
10	1,426,893.44
20	776,765.78
30	2,678,177.43
40	1,594,460.03
60	1,832,434.19
80	154,522.14
90	50,294.00
99	101,490.66
Grand Total	9,478,742.78

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Vendor Bill Listing - TO BE PAID					From Date	07/15/2026
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Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total	
ALL SMALL ENGINES N MORE	1022	272124	7/15/2026	8616	396.00	
ALL SMALL ENGINES N MORE Total					396.00	
AMAZON CAPITAL SERVICES	1022	272127	7/15/2026	131Q-7GFQ-RHDN	1,194.05	
	1022	272127	7/15/2026	174P-CL46-TRCT	119.52	
	1022	272127	7/15/2026	17PG-7DL6-N6G3	24.98	
	1022	272127	7/15/2026	1CR1-H67H-6V74	19.98	
	1022	272127	7/15/2026	1DLN-T44W-YHYW	1,241.36	
	1022	272127	7/15/2026	1KF3-FWLW-G766	21.44	
	1022	272127	7/15/2026	1MTN-6CVN-WX3L	25.11	
	1022	272127	7/15/2026	1NDT-3D6M-7LPL	44.60	
	1022	272127	7/15/2026	1PLV-F6MH-GWGM	31.47	
	1022	272127	7/15/2026	1R37-YHDP-WMLW	35.49	
	1022	272127	7/15/2026	1R3C-MJ1V-JCJF	104.99	
	1022	272127	7/15/2026	1RHF-CLN4-XGLD	1,766.41	
	1022	272127	7/15/2026	1RWG-43CN-3R9K	17.00	
	1022	272127	7/15/2026	1Y1X-YHM4-C3DF	94.98	
	1022	272127	7/15/2026	1Y1X-YHM4-YTT4	169.05	
	1022	272127	7/15/2026	1YGP-NQW1-MN11	364.52	
AMAZON CAPITAL SERVICES Total					5,274.95	
AMEREN IL	1023	272226	7/15/2026	STMT0626TOWANDA	380.14	
AMEREN IL Total					380.14	
BEST ONE OF CENTRAL ILLINOIS	1022	272128	7/15/2026	50-679080	241.00	
BEST ONE OF CENTRAL ILLINOIS Total					241.00	
BSN SPORTS	1022	272131	7/15/2026	934230257	604.67	
	1022	272131	7/15/2026	934439592	422.31	
	1022	272131	7/15/2026	934488502	6,569.76	
	1022	272131	7/15/2026	934488503	5,248.43	
	1022	272131	7/15/2026	934488504	3,335.64	
BSN SPORTS Total					16,180.81	
BUSHUE BACKGROUND SCREENING	1022	272132	7/15/2026	McLean5-20260630	3,764.00	
	1022	272132	7/15/2026	McLean5EHR-20260630	1,344.00	
	1022	272132	7/15/2026	McLean5misc-20260630	3,413.00	
	1022	272132	7/15/2026	McLean5vols-20260630	128.00	
BUSHUE BACKGROUND SCREENING Total					8,649.00	
CHADDOCK ATTACHMENT AND TRAUMA SERVICES	1022	272136	7/15/2026	CATSIN-004373	9,699.52	
CHADDOCK ATTACHMENT AND TRAUMA SERVICES Total					9,699.52	
CLIFTONLARSONALLEN LLP	1022	272139	7/15/2026	L261422701	15,750.00	
CLIFTONLARSONALLEN LLP Total					15,750.00	
CONFIDENTIAL ON-SITE PAPER SHREDDIN	1022	272140	7/15/2026	0010504	321.51	
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					321.51	
CUSHING'S COMMERCIAL CARPET, INC.	1022	272143	7/15/2026	1725	16,220.00	
CUSHING'S COMMERCIAL CARPET, INC. Total					16,220.00	
ENGLER CALLAWAY BAASTEN & SRAGA, LLC	1022	272148	7/15/2026	37250	240.00	
ENGLER CALLAWAY BAASTEN & SRAGA, LLC Total					240.00	
FS CUSTOM TURF	1023	272228	7/15/2026	LawnProgram-NCWHSAth	6,491.95	
FS CUSTOM TURF Total					6,491.95	

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GREAT LAKES ACE HARDWARE INC.	1022	272152	7/15/2026	7653	33.81
	1022	272152	7/15/2026	7690	41.18
GREAT LAKES ACE HARDWARE INC. Total					74.99
HOPE SCHOOL	1022	272156	7/15/2026	SINV014883	8,908.34
HOPE SCHOOL Total					8,908.34
INTERSTATE ALL BATTERY CENTER	1022	272158	7/15/2026	1900401032406	194.60
INTERSTATE ALL BATTERY CENTER Total					194.60
J SPENCER CONSTRUCTION LLC	1022	272159	7/15/2026	2416	6,894.95
	1022	272159	7/15/2026	2425	11,827.00
J SPENCER CONSTRUCTION LLC Total					18,721.95
KARR, NATALIE ANN	1022	272164	7/15/2026	ReimbSummerSchoolSup	23.86
KARR, NATALIE ANN Total					23.86
KEARFOTT, NICOLAS	1022	272165	7/15/2026	MILES2026-June	67.28
KEARFOTT, NICOLAS Total					67.28
KEN'S OIL SERVICE, INC.	1022	272166	7/15/2026	K587723	2,777.86
	1022	272166	7/15/2026	K588080	2,281.90
	1022	272166	7/15/2026	K588256	1,804.79
	1022	272166	7/15/2026	K588445	1,824.90
	1022	272166	7/15/2026	K588540	3,333.79
	1022	272166	7/15/2026	K588749	150.00
KEN'S OIL SERVICE, INC. Total					12,173.24
KNOLLENBERG, HOLLY N	1022	272168	7/15/2026	MILES2026-June	41.54
KNOLLENBERG, HOLLY N Total					41.54
LEWIS, LAWRENCE D	1022	272172	7/15/2026	REIMCONFIAT060326	600.00
LEWIS, LAWRENCE D Total					600.00
MARKLUND CHILDREN'S HOME	1022	272178	7/15/2026	8021	10,474.92
MARKLUND CHILDREN'S HOME Total					10,474.92
MC MASTER-CARR SUPPLY CO	1022	272181	7/15/2026	66343456	3,125.13
	1022	272181	7/15/2026	66351461	175.59
	1022	272181	7/15/2026	66745923	38.65
MC MASTER-CARR SUPPLY CO Total					3,339.37
MENTA ACADEMY SPRINGFIELD	1022	272183	7/15/2026	SESINV-062390	28,252.98
	1022	272183	7/15/2026	SYSINV-021797	11,837.70
MENTA ACADEMY SPRINGFIELD Total					40,090.68
MOTION INDUSTRIES, INC	1022	272184	7/15/2026	IL66-01111549	129.23
	1022	272184	7/15/2026	IL66-01112456	12.54
MOTION INDUSTRIES, INC Total					141.77
NEURORESTORATIVE IL	1022	272185	7/15/2026	0626-381373	100,784.37
NEURORESTORATIVE IL Total					100,784.37
PHONAK	1022	272189	7/15/2026	5407056614	1,510.42
PHONAK Total					1,510.42

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QUALITY TRUCK EQUIPMENT	1022	272193	7/15/2026	104S4289	8,955.40
QUALITY TRUCK EQUIPMENT Total					8,955.40
REGIONAL OFFICE OF EDUCATION #17	1022	272197	7/15/2026	1002700073	40,884.56
	1022	272197	7/15/2026	1002700074	12,210.10
	1022	272197	7/15/2026	2002700022	31,006.80
REGIONAL OFFICE OF EDUCATION #17 Total					84,101.46
ROGERS SUPPLY COMPANY INC	1022	272200	7/15/2026	BL077550	507.67
	1022	272200	7/15/2026	BL078404	35.07
	1022	272200	7/15/2026	BL078416	251.38
ROGERS SUPPLY COMPANY INC Total					794.12
RP LUMBER COMPANY, INC	1022	272201	7/15/2026	5152089	99.98
RP LUMBER COMPANY, INC Total					99.98
SCHOOL HEALTH CORPORATION	1022	272202	7/15/2026	CINV000413692	320.00
SCHOOL HEALTH CORPORATION Total					320.00
STRATUS NETWORKS, INC.	1022	272208	7/15/2026	257743	341.93
STRATUS NETWORKS, INC. Total					341.93
SWANN SPECIAL CARE CENTER	1022	272209	7/15/2026	STMT0626	6,839.28
SWANN SPECIAL CARE CENTER Total					6,839.28
TEAM AUTOMOTIVE AND TIRE	1022	272211	7/15/2026	7838818	2,284.62
TEAM AUTOMOTIVE AND TIRE Total					2,284.62
TIMECLOCK PLUS, LLC	1022	272214	7/15/2026	INV00490854	2,193.75
TIMECLOCK PLUS, LLC Total					2,193.75
UNIT 5 DECKER INDUSTRIES	1022	272217	7/15/2026	213-020126	25.00
UNIT 5 DECKER INDUSTRIES Total					25.00
CENTRAL SUPPLY CO	1022	272135	7/15/2026	212386	3,133.44
CENTRAL SUPPLY CO Total					3,133.44
CONSTELLATION NEWENERGY, INC.	1022	272142	7/15/2026	73046047201	75,817.50
CONSTELLATION NEWENERGY, INC. Total					75,817.50
OSF OCCUPATIONAL HEALTH	1022	272188	7/15/2026	258792-00	130.00
OSF OCCUPATIONAL HEALTH Total					130.00
THE MUSIC SHOPPE, INC	1022	272213	7/15/2026	4227481	15,348.83
THE MUSIC SHOPPE, INC Total					15,348.83
TOUCHTONE COMMUNICATIONS	1023	272231	7/15/2026	3986500	143.76
TOUCHTONE COMMUNICATIONS Total					143.76
VESTIS SERVICES, LLC	1022	272218	7/15/2026	6130782464	23.46
	1022	272218	7/15/2026	6130783175	45.66
	1022	272218	7/15/2026	6130783176	22.10
	1022	272218	7/15/2026	6130783177	21.68
	1022	272218	7/15/2026	6130783208	10.63
	1022	272218	7/15/2026	6130783849	36.07
	1022	272218	7/15/2026	6130783911	13.34
	1022	272218	7/15/2026	6130784576	2.92

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VESTIS SERVICES, LLC	1022	272218	7/15/2026	6130784593	10.22
	1022	272218	7/15/2026	6130785062	2.29
	1022	272218	7/15/2026	6130785092	19.18
	1022	272218	7/15/2026	6130785093	13.97
	1022	272218	7/15/2026	6130785568	13.36
	1022	272218	7/15/2026	6130785609	23.85
	1022	272218	7/15/2026	6130785632	22.47
	1022	272218	7/15/2026	6130786329	9.33
	1022	272218	7/15/2026	6130786337	46.43
	1022	272218	7/15/2026	6130786338	22.47
	1022	272218	7/15/2026	6130786876	18.66
	1022	272218	7/15/2026	6130786881	36.68
	1022	272218	7/15/2026	6130787817	14.42
	1022	272218	7/15/2026	6130787831	6.57
	1022	272218	7/15/2026	6130787859	19.50
	1022	272218	7/15/2026	6130788278	13.78
	1022	272218	7/15/2026	6130788318	14.20
	1022	272218	7/15/2026	6130788326	46.34
	1022	272218	7/15/2026	6130788328	13.72
	1022	272218	7/15/2026	6130788329	19.61
	1022	272218	7/15/2026	6130789504	46.43
	1022	272218	7/15/2026	6130789505	22.47
	1022	272218	7/15/2026	6130789506	22.05
	1022	272218	7/15/2026	6130789537	10.81
	1022	272218	7/15/2026	6130790226	36.68
	1022	272218	7/15/2026	6130790287	13.57
	1022	272218	7/15/2026	6130790727	2.97
	1022	272218	7/15/2026	6130790999	10.39
	1022	272218	7/15/2026	6130791260	19.50
	1022	272218	7/15/2026	6130791261	14.20
	1022	272218	7/15/2026	6130791913	13.36
	1022	272218	7/15/2026	6130791952	23.85
	1022	272218	7/15/2026	6130791974	22.47
	1022	272218	7/15/2026	6130791975	3.18
	1022	272218	7/15/2026	6130792662	9.33
	1022	272218	7/15/2026	6130792671	46.43
	1022	272218	7/15/2026	6130792672	22.47
	1022	272218	7/15/2026	6130793003	18.66
	1022	272218	7/15/2026	6130793004	36.68
	1022	272218	7/15/2026	6130794117	6.57
	1022	272218	7/15/2026	6130794144	19.50
	1022	272218	7/15/2026	6130794367	14.42
	1022	272218	7/15/2026	6130794596	13.78
	1022	272218	7/15/2026	6130794613	9.22
	1022	272218	7/15/2026	6130794638	14.20
	1022	272218	7/15/2026	6130794646	46.34
	1022	272218	7/15/2026	6130794648	13.72
	1022	272218	7/15/2026	6130794649	19.61
VESTIS SERVICES, LLC Total					1,115.77
NICOR GAS	1023	272229	7/15/2026	0726FAIRVIEW	82.95
	1023	272229	7/15/2026	0726OAKDALE	151.88
NICOR GAS Total					234.83
NORMAL WEST HIGH SCHOOL	1023	272230	7/15/2026	FY2027BIG12DUES	800.00
NORMAL WEST HIGH SCHOOL Total					800.00

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CITY OF BLOOMINGTON - UTILITIES	1023	272227	7/15/2026	2006082	1,330.15
	1023	272227	7/15/2026	2013796	629.02
	1023	272227	7/15/2026	2013850	984.77
CITY OF BLOOMINGTON - UTILITIES Total					2,943.94
WATTS COPY SYSTEMS, INC. - LEASING	1023	272234	7/15/2026	42415393	237.00
WATTS COPY SYSTEMS, INC. - LEASING Total					237.00
TOWN OF NORMAL - UTILITY BILLING	1023	272232	7/15/2026	STMT06262	237.16
TOWN OF NORMAL - UTILITY BILLING Total					237.16
ALPHA CONTROLS & SERVICES LLC	1022	272125	7/15/2026	265018-2	37,085.00
	1022	272125	7/15/2026	26S017-2	8,359.00
	1022	272125	7/15/2026	26S017-3	12,319.00
ALPHA CONTROLS & SERVICES LLC Total					57,763.00
DECKER, JENNIFER SUE	1022	272145	7/15/2026	ReimbSummerSchoolSup	24.78
DECKER, JENNIFER SUE Total					24.78
LIFELONG ACCESS	1022	272173	7/15/2026	LPT42711	300.00
	1022	272173	7/15/2026	LPT43035	300.00
	1022	272173	7/15/2026	LPT43392	240.00
	1022	272173	7/15/2026	LPT43695	240.00
	1022	272173	7/15/2026	LPT43949	300.00
	1022	272173	7/15/2026	LPT44180	300.00
LIFELONG ACCESS Total					1,680.00
QUILL CORPORATION	1022	272194	7/15/2026	49161060	1,905.90
QUILL CORPORATION Total					1,905.90
SELECT SCREEN PRINTS	1022	272204	7/15/2026	15339	526.00
	1022	272204	7/15/2026	15342	230.00
SELECT SCREEN PRINTS Total					756.00
KAEB SANITARY SUPPLY INC.	1022	272163	7/15/2026	237343	86,180.68
	1022	272163	7/15/2026	237988	44.48
	1022	272163	7/15/2026	238125	59.40
KAEB SANITARY SUPPLY INC. Total					86,284.56
OAK BROS TREE CYCLE LLC	1022	272186	7/15/2026	1012355701	18,840.00
OAK BROS TREE CYCLE LLC Total					18,840.00
FEENEY, DAVID GEORGE	1022	272150	7/15/2026	FuelReimb	132.56
FEENEY, DAVID GEORGE Total					132.56
VILLAGE OF CARLOCK.	1023	272233	7/15/2026	13906	24.00
VILLAGE OF CARLOCK. Total					24.00
BUSHUE HUMAN RESOURCES, INC.	1022	272133	7/15/2026	13001	12,300.00
BUSHUE HUMAN RESOURCES, INC. Total					12,300.00
SWANSON, JOEL E	1022	272210	7/15/2026	REIMFUEL061826	95.16
SWANSON, JOEL E Total					95.16
JTC ACADEMY	1022	272161	7/15/2026	6635	5,348.70
JTC ACADEMY Total					5,348.70

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PRO-TYPE PRINTING	1022	272192	7/15/2026	70634	376.00
PRO-TYPE PRINTING Total					376.00
READ'S SPORTING GOODS	1022	272196	7/15/2026	C1312	199.98
READ'S SPORTING GOODS Total					199.98
TELUS HEALTH (US) LTD.	1022	272212	7/15/2026	2601099	9,514.44
TELUS HEALTH (US) LTD. Total					9,514.44
TRANSITIONAL CENTER, INC	1022	272216	7/15/2026	JTC0626	17,005.80
TRANSITIONAL CENTER, INC Total					17,005.80
CONLEY, REBECCA RENAE	1022	272141	7/15/2026	MILES2026-March	32.19
	1022	272141	7/15/2026	MILES2026-February	41.03
	1022	272141	7/15/2026	MILES2026-January	35.67
	1022	272141	7/15/2026	MILES2025-December	35.28
	1022	272141	7/15/2026	MILES2025-November	38.36
	1022	272141	7/15/2026	MILES2025-October	66.99
CONLEY, REBECCA RENAE Total					249.52
EVANS, ANNA G	1022	272149	7/15/2026	ReimbSummerSchoolSup	24.46
EVANS, ANNA G Total					24.46
LKM MOWING & LANDSCAPING	1022	272174	7/15/2026	14331	240.82
	1022	272174	7/15/2026	14332	343.73
	1022	272174	7/15/2026	14333	619.57
	1022	272174	7/15/2026	14334	556.97
	1022	272174	7/15/2026	14335	132.87
	1022	272174	7/15/2026	14336	219.61
	1022	272174	7/15/2026	14337	734.14
	1022	272174	7/15/2026	14338	1,212.61
	1022	272174	7/15/2026	14339	192.02
	1022	272174	7/15/2026	14340	209.00
	1022	272174	7/15/2026	14346	330.00
	1022	272174	7/15/2026	14351	565.00
	1022	272174	7/15/2026	14352	305.54
	1022	272174	7/15/2026	14353	227.03
	1022	272174	7/15/2026	14355	2,716.96
	1022	272174	7/15/2026	14402	886.91
LKM MOWING & LANDSCAPING Total					9,492.78
SNAP MOBILE, INC.	1022	272206	7/15/2026	INV-505604	3,000.00
SNAP MOBILE, INC. Total					3,000.00
SCHOOL NURSE SUPPLY, INC	1022	272203	7/15/2026	INV1095456	159.09
	1022	272203	7/15/2026	INV1095461	179.45
	1022	272203	7/15/2026	INV1095778	172.46
	1022	272203	7/15/2026	INV1095815	33.42
SCHOOL NURSE SUPPLY, INC Total					544.42
TRANE U.S. INC.	1022	272215	7/15/2026	990546370	360,877.99
TRANE U.S. INC. Total					360,877.99
Mahoney, Melissa	1022	272176	7/15/2026	REIMSUMSCHOOL060726	25.00
Mahoney, Melissa Total					25.00
LARGE UNIT DIST ASSOC (LUDA)	1022	272171 120	7/15/2026	2126	4,300.00

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LARGE UNIT DIST ASSOC (LUDA) Total					4,300.00
DISCOVERY EDUCATION, INC.	1022	272146	7/15/2026	CINV-322749	18,564.00
DISCOVERY EDUCATION, INC. Total					18,564.00
MC BRAYER SANITARY SERVICE	1022	272180	7/15/2026	SEPTIC070626	2,275.00
MC BRAYER SANITARY SERVICE Total					2,275.00
WILSON-PRIDGEN, ISOKE ABEO	1022	272223	7/15/2026	REIMSUMSCHOOL060926	25.00
WILSON-PRIDGEN, ISOKE ABEO Total					25.00
DAVENPORT, LESLIE A	1022	272144	7/15/2026	ReimbSummerSchoolSup	280.58
DAVENPORT, LESLIE A Total					280.58
HARTKE, COLLEEN K	1022	272154	7/15/2026	ReimbSummerSchoolSup	18.63
HARTKE, COLLEEN K Total					18.63
RAPTOR TECHNOLOGIES LLC	1022	272195	7/15/2026	INV268562	4,462.50
RAPTOR TECHNOLOGIES LLC Total					4,462.50
ILLINI SUPPLY INC	1022	272157	7/15/2026	15722	26,165.18
	1022	272157	7/15/2026	15723	38,014.52
ILLINI SUPPLY INC Total					64,179.70
CHILDREN'S HOME ASSOCIATION OF ILLINOIS	1022	272137	7/15/2026	INV1059322	6,450.88
CHILDREN'S HOME ASSOCIATION OF ILLINOIS Total					6,450.88
STANLEY, MARY A	1022	272207	7/15/2026	REIMKEYBRD063026	36.46
STANLEY, MARY A Total					36.46
PRAIRIE LAND GOLF CARS	1022	272191	7/15/2026	INV313980	485.00
PRAIRIE LAND GOLF CARS Total					485.00
WILSON LANGUAGE TRAINING	1022	272222	7/15/2026	INV139374	599.40
WILSON LANGUAGE TRAINING Total					599.40
RENAISSANCE LEARNING, INC.	1022	272198	7/15/2026	INV5704745	27,806.38
RENAISSANCE LEARNING, INC. Total					27,806.38
BYRNE & JONES CONSTRUCTION	1022	272134	7/15/2026	S20073-NRM-App1	38,000.00
	1022	272134	7/15/2026	S2026-NRM-App1	11,000.00
BYRNE & JONES CONSTRUCTION Total					49,000.00
ALBRECHTSEN, DONETTE BRITTON	1022	272123	7/15/2026	ReimbSummerSchoolSup	25.00
ALBRECHTSEN, DONETTE BRITTON Total					25.00
AMAYA, ELSIA M	1022	272126	7/15/2026	ReimbSummerSchoolSup	25.00
AMAYA, ELSIA M Total					25.00
BOOM LEARNING	1022	272129	7/15/2026	20260629-094802232	1,499.70
BOOM LEARNING Total					1,499.70
BROWN, BILLIE JO	1022	272130	7/15/2026	MILES2026-June	60.90
BROWN, BILLIE JO Total					60.90
CLEVER INC.	1022	272138	7/15/2026	INV21231	32,895.00
CLEVER INC. Total					32,895.00

**CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report**

Vendor Bill Listing - TO BE PAID					From Date	07/15/2026
					To Date	07/15/2026
Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total	
ECONOMIC DEVELOPMENT COUNCIL OF THE	1022	272147	7/15/2026	1559	3,000.00	
ECONOMIC DEVELOPMENT COUNCIL OF THE Total					3,000.00	
GRACKLEDOCS, INC.	1022	272151	7/15/2026	57314	5,480.00	
GRACKLEDOCS, INC. Total					5,480.00	
GROETKEN, JILL ANNE	1022	272153	7/15/2026	ReimbSummerSupplies	25.00	
GROETKEN, JILL ANNE Total					25.00	
HAUSLER, BARBARA K	1022	272155	7/15/2026	ReimbSummerSchoolSup	24.00	
HAUSLER, BARBARA K Total					24.00	
James G Staat Tuckpointing, Inc	1022	272160	7/15/2026	R230404-App2	74,091.01	
James G Staat Tuckpointing, Inc Total					74,091.01	
JTC TECHNOLOGIES, LLC	1022	272162	7/15/2026	INVLS12837	9,720.00	
JTC TECHNOLOGIES, LLC Total					9,720.00	
KESLER, SAMANTHA	1022	272167	7/15/2026	ReimbSummerSchoolSup	20.85	
KESLER, SAMANTHA Total					20.85	
LAMBERTI, MARIAH C	1022	272169	7/15/2026	REIMSUMSCHOOL061626	23.86	
LAMBERTI, MARIAH C Total					23.86	
LANNING, SUZANNE LEE	1022	272170	7/15/2026	REIMSUMSCHOOL060826	25.00	
LANNING, SUZANNE LEE Total					25.00	
MACE, MICHAEL A	1022	272175	7/15/2026	REIMFUEL062526	175.88	
MACE, MICHAEL A Total					175.88	
MAKEMUSIC, INC	1022	272177	7/15/2026	INV-MM6878706	419.93	
MAKEMUSIC, INC Total					419.93	
MASTERS TOUCH SALON	1022	272179	7/15/2026	5	600.00	
MASTERS TOUCH SALON Total					600.00	
MCLEAN-DEWITT REGIONAL VOCATIONAL S	1022	272182	7/15/2026	FY2027LOCALMATCH	24,088.12	
MCLEAN-DEWITT REGIONAL VOCATIONAL S Total					24,088.12	
OSF HEALTHCARE	1022	272187	7/15/2026	20300-218	60,000.00	
OSF HEALTHCARE Total					60,000.00	
PONCIN, JENNIFER LYNN	1022	272190	7/15/2026	REIMSUMSCHOOL062526	20.44	
PONCIN, JENNIFER LYNN Total					20.44	
RIDDELL ALL AMERICAN	1022	272199	7/15/2026	952497954	15,740.59	
	1022	272199	7/15/2026	952523540	1,251.00	
	1022	272199	7/15/2026	952530268	2,745.05	
RIDDELL ALL AMERICAN Total					19,736.64	
SHAY ROOFING INC	1022	272205	7/15/2026	261921-1	353,189.00	
SHAY ROOFING INC Total					353,189.00	
WALKER, MARY M	1022	272219	7/15/2026	REIMSUMSCHOOL063026	25.00	
WALKER, MARY M Total					25.00	

**CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report**

Vendor Bill Listing - TO BE PAID					From Date	07/15/2026
					To Date	07/15/2026
Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total	
WEBB, LESLIE MARIE	1022	272220	7/15/2026	MILES2026JUN	174.00	
WEBB, LESLIE MARIE Total					174.00	
WILLIAMS, MEGAN K	1022	272221	7/15/2026	REIMFUEL062326	171.86	
WILLIAMS, MEGAN K Total					171.86	
WOLTERS, BENJAMIN JOSEPH	1022	272224	7/15/2026	REIMPAINT061926	56.41	
WOLTERS, BENJAMIN JOSEPH Total					56.41	
WOODY, STEPHANIE LYNN	1022	272225	7/15/2026	REIMSUMSCHOOL060626	25.00	
WOODY, STEPHANIE LYNN Total					25.00	
Grand Total					1,833,636.16	

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - TO BE PAID

From Date 07/15/2026
To Date 07/15/2026

Fund	Total
10	499,302.35
20	253,655.58
30	0.00
40	24,647.94
60	68,763.00
80	96,929.59
90	890,337.70
Grand Total	1,833,636.16

Exhibit - Guidance for Board Member Communications, Including Email Use

The Board is authorized to discuss District business only at a properly noticed Board meeting (Open Meetings Act, 5 ILCS 120/). Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board Policy 2.140, *Communications To and From the Board*.

Note: *Public records* stored by Board members on personal devices (i.e., texts) or personal email accounts pose significant logistical and administrative challenges for public record preservation and certain Freedom of Information Act (FOIA) requests. It is therefore a best practice for Board members to utilize District-issued devices or District-issued email addresses for electronic communications that qualify as public records under FOIA or the Local Records Act (LRA). For that reason, the examples in this guidance focus primarily on Board member email use and District-issued devices.

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a "*do not reply all/forward*" alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group; reply only to the sender."** Alternatively, the Superintendent may blind carbon copy (bcc) all other board members (preventing them from replying to all) and include a similar alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. To prevent replies or forwards to the group, all Board members are blind carbon copied on this email. Only reply to the sender."**
2. Board members are permitted to discuss any topic other than District business with each other, whether in person or by telephone, email, texts, or other electronic means, regardless of the number of members participating in the discussion. For example, they may discuss sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone, email, texts, or other electronic means, that relates to District business but is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone, email, texts, or other electronic means. Stated another way, a Board member may discuss District business in person or by telephone, email, texts, or other electronic communications with only one other Board member at a time.
5. A Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls, email, texts, or other electronic communications to Board members individually.

6. A Board member should include a “*do not reply all/forward*” alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: **“BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual.”** Alternatively, the Board member may bcc the other Board members and include a similar alert to the other board members, such as **“BOARD MEMBER ALERT: This email is not for interactive discussion purposes. To prevent replies or forwards to the group, all Board members are blind carbon copied on this email. The recipient should not reply to it or forward it another individual.”**
7. Board members should not forward email received from another Board member.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A *public record* is any recorded information “pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body”. 5 ILCS 140/2, amended by P.A. 104-438. Public records do not include *junk mail*. Junk mail includes unsolicited commercial electronic communications sent to the District that it does not respond to. Id. Email or other electronic communications sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a *public record* (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the electronic communication is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

First, the communication pertains to the transaction of public business, and

Second, the communication was:

- (1) prepared by a public body,
- (2) prepared for a public body,
- (3) used by a public body,
- (4) received by a public body,
- (5) possessed by a public body, and/or
- (6) controlled by a public body.

This test is from the appellate court decision in City of Champaign v. Madigan, 992 N.E.2d 629 (Ill. App. Ct. 2013).

The following examples describe FOIA’s treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.

Adopted: January 13, 2010
Reviewed: June 2026
Amended: July 15, 2026

2. An electronic communication pertaining to public business that is:
 - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work **would not be a public record**. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate the Open Meetings Act (OMA) and, thus, are subject to disclosure during proceedings to enforce OMA.
 - b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
 - c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
 - d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough Board members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.
 - e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Attorney for the District will help determine whether a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Electronic communications that qualify under FOIA as *public records* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email, to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Important: Do not destroy any electronic communication concerning a topic that is being litigated without obtaining the Attorney for the District's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally advise their clients at the beginning of a legal proceeding that they must not destroy any electronic records that might be relevant. For more discussion of a litigation hold, see Administrative Procedure 2.250-AP2, *Protocols for Record Preservation and Development of*

Retention Schedules. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

**Exhibit - Immediately Available District Public Records and
Web-Posted Reports and Records**

The District's Freedom of Information Officers designate the public records that are listed in this table as being immediately available to the public. The records with an asterisk (*) are posted on the District's website and may be inspected, downloaded, printed, and/or copied. Any asterisked (*) public record is also immediately available for inspection or copying upon request at the District's administrative office during its regular business hours, provided any applicable fees are paid. Unless otherwise noted in the special instructions column, records without an asterisk (*) will be provided within five business days as allowed by the Freedom of Information Act, provided any applicable fees are paid.

Web-posted records and information	Web-posting statutory reference and special instructions
* Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year * Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded * Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded	5 ILCS 120/2.02.
* Official open meeting minutes that are posted within 10 days of the Board's approval and remain posted for at least 60 days	5 ILCS 120/2.06(b).
* Description of the District and its records including: 1. Summary of the District's purpose 2. Functional subdivisions 3. Total amount of operating budget 4. Number and location of all of its separate offices 5. Approximate number of full- and part-time employees (see also, salary and benefits information report for the Superintendent, administrators, and teachers, District's Statement of Affairs) 6. Identification and membership of the Board 7. Brief description of the methods whereby the public may request information and public records 8. Directory information for the Freedom of Information Officer	5 ILCS 140/4, amended by P.A. 104-438. The District must prominently post the description on its website and make it available for inspection and copying. If the District does not maintain a website, it must post it at each administrative office.

Adopted: February 11, 2009
Reviewed: June 2026
Amended: July 15, 2026

Web-posted records and information	Web-posting statutory reference and special instructions
9. Address where requests for public records should be directed 10. Fees	
* A hyperlink to an email address(es) for members of the public to communicate with members of the Board	50 ILCS 205/20. The hyperlink must be easily accessible from the District's home page.
Annual budget for current fiscal year, itemized by receipts and expenditures	105 ILCS 5/17-1.2. This may be accomplished using Ill. State Board of Education (ISBE) <i>School District Budget Form</i> (50-36) or the summary pages from it. The District must notify its students' parents/guardians when the budget is web-posted along with its website address.
* Notice of a public hearing under the Truth in Taxation Law, when applicable	35 ILCS 200/18-75, amended by P.A. 103-1018. The notice on the website must be posted for at least 30 consecutive days on or near the top of the District's website homepage or on a page accessible through a direct link from the homepage. The notice must be posted not more than 14 days nor less than seven days prior to the date of the public hearing. Id. at 18-80.
* Notice of public hearing on waiver or modification of a School Code mandate, when applicable	105 ILCS 5/2-3.25g(c-5). The time, date, place, and general subject matter of the public hearing must be posted least 14 days prior to the hearing. If the District is requesting to increase the fee charged for driver education authorized pursuant to 105 ILCS 5/7-24.2, the website information must include the proposed amount of the fee the district will request. See Exhibit 2.20-E1, <i>Waiver and Modification Request Resource Guide</i> .
* District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year, unless otherwise provided by law)	105 ILCS 5/10-17a. Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must: (1) present them at a regular Board meeting,

Web-posted records and information	Web-posting statutory reference and special instructions
	(2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5). The District also must send a written notice home to parents/guardians stating: (1) that the Report Cards are available on the website, (2) the website's address, (3) that a printed copy will be sent upon request, and (4) the telephone number to request a printed copy. Id.
* Hyperlink to ISBE's Expanded High School Snapshot Report	105 ILCS 5/10-17a(7), added by P.A. 103-503. The hyperlink must be displayed in a manner that is easily accessible to the public. ISBE is required to prepare a stand-alone report covering high schools beginning October 27, 2027 and by October 31 of each subsequent year.
* The District's discipline plan and progress on the plan, in the event the District is identified by ISBE to be in the top 20% (for three consecutive years) of districts for out-of-school suspensions, out-of-school expulsions, or racial disproportionality in the use of out-of-school suspensions and expulsions	105 ILCS 5/2-3.162. If the District is required to submit a plan to ISBE, it must be approved at a public Board meeting and posted on the District's website. Within one year after being identified by ISBE, the District must submit to ISBE and post on its website a progress report describing implementation of the plan and the results achieved.
* A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative	105 ILCS 5/10-20.44, amended by P.A. 104-261. Each year, before December 1, and in conjunction with the publication of the Statement of Affairs on the District's website and in a newspaper of general circulation, the District shall include an annual report on all contracts over \$25,000 awarded during the previous fiscal year.

Web-posted records and information	Web-posting statutory reference and special instructions
* Contract(s) with any commercial driver training school(s) for driver education	105 ILCS 5/27-815, renumbered by P.A. 104-391. The District is required to web-post this document if it has a website. If the District has no website, it must make the contract available upon request.
* Annual Statement of Affairs	105 ILCS 5/10-17, amended by P.A. 104-261. Annually by December 1, the District must post its statement of affairs on its website and in a newspaper of general circulation published in the District.
* Fiscal Efficiency Report, summarizing the District's attempts to improve fiscal efficiency through shared services or outsourcing in the prior fiscal year.	105 ILCS 5/17-1.1. The report must be: (1) Approved by the Board at an open meeting that allows for public comments, and (2) Primarily in checklist form and approximately one page in length.
Beginning in levy year 2022, if the District has an aggregate property tax levy greater than \$5,000,000, it will make good faith efforts to electronically publish the following data from all vendors and subcontractors doing business with the District: 1. Whether the vendor or subcontractor is minority-owned, women-owned, or veteran-owned; 2. Whether the vendor or subcontractor holds a certification as a minority-owned, women-owned, or veteran-owned business as defined in 30 ILCS 575/, or if they are self-certifying; and 3. If the vendor self-certifies, whether it qualifies as a small business under federal Small Business Administration standards (see www.sba.gov/federal-contracting/contracting-guide/size-standards).	35 ILCS 200/18-50.2. The law does not define <i>electronically publish</i>; website posting is a means of compliance. This item is not asterisked should the District choose to electronically publish the information offline.

Web-posted records and information	Web-posting statutory reference and special instructions
* Notice of a public hearing at which the Board will consider closing a school, when applicable	105 ILCS 5/10-22.13. The notice of the public hearing must be provided at least 10 days prior to the hearing and include the time, date, place, and name or description of the school building that the Board is considering closing.
* Explanation of the data elements of <i>covered information</i> that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency. * A description of the procedures that parents/guardians may use to carry out their rights under 105 ILCS 85/33(c)(1), (2), & (3), including the right to: 1. Inspect and review their child's covered information 2. Request a paper or electronic copy of their child's covered information 3. Request corrections for factual inaccuracies contained in their child's covered information.	105 ILCS 85/27(a)(1). The explanation of data elements of covered information must be clear and understandable by a layperson and cover the following: (1) how the District uses the covered information; (2) to whom or what entities the District discloses the covered information; and (3) for what purpose the District discloses the covered information. The explanation of data elements and description of parent/guardian rights procedures must be updated by January 31 and July 31 each year, as needed.
* A list of operators with whom the District has written agreements and the following for each operator: 1. Copy of the agreement 2. Business address 3. List of any subcontractors to whom covered information may be disclosed or a link to a page on the operator's website that clearly lists the subcontractors	105 ILCS 85/27(a)(2) & (3). The District must post new operator contracts and an explanation of the data elements of covered information disclosed to the operator (see immediate row above) within 10 business days after entering into the contract. 105 ILCS 85/27(c). This list must also be updated by January 31 and July 31 each year, as needed.
* A list of <i>breaches</i> of covered information maintained by the school or an operator involving 10% or more of the District's student enrollment. The list must include: 1. Number of students whose covered information was involved in the breach, unless the breach involved <i>personal information</i> as defined in the Personal Information Protection	105 ILCS 85/27(a)(5). The District must update breach information by January 31 and July 31 each year, and it must remain on the District's website for at least five years after the District adds it to the list. Breaches that occurred (or were estimated to have occurred) prior to July 1, 2021, or breaches that were posted more than five

Web-posted records and information	Web-posting statutory reference and special instructions
Act, 815 ILCS 530/5, in which case the number of students involved may not be disclosed 2. Date, estimated date, or estimated date range of the breach 3. Name of the operator, if applicable	years prior to updating the current list do not need to be posted.
* Board Policy 7.180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> * Information developed as a result of the evaluation and assessment of the bullying policy's outcomes and effectiveness	105 ILCS 5/22-110(b)(10) & (11), renumbered by P.A. 104-391.
* Contact information for the District's Title IX Coordinator(s) and Board Policies 2.260, <i>Uniform Grievance Procedure</i> and 2.265, <i>Title IX Grievance Procedure</i>	34 C.F.R. §106.8.
* Training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators	34 C.F.R. §106.45(b)(10)(i)(D). Naming only the training provider and course does not meet this requirement. The U.S. Dept. of Education (DOE) requires training materials to be publicly available "so that a district's approach to training Title IX personnel may be transparently viewed by the [district's] educational community and the public, including for the purpose of holding a [district] the purpose of holding a [district] accountable for using training materials that comply with [Title IX] regulations." 85 Fed. Reg. 30254. Consult the Attorney for the District regarding this requirement; making training materials of third-party consultants publicly available may violate their intellectual property rights. The DOE acknowledged the potential for intellectual property violations, suggesting that districts either "secure permission from the consultant to public the training materials" or create their own training materials. 85 Fed. Reg. 30412.
* Board Policy 7.20, <i>Harassment of Students Prohibited</i>, and age-appropriate explanations of its contents in student handbook(s)	105 ILCS 5/10-20.69. The District must have an age-appropriate policy on sexual harassment (1) in the student handbook(s), (2) posted on the District's website, and (3) posted in any other area

Web-posted records and information	Web-posting statutory reference and special instructions
	where policies, rules and standards of conduct are posted in each school.
* Board Policy 7.255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> , and procedures for requesting supportive services	105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a <i>Ensuring Success in School Law</i> . Copies must be made available to students and parent(s)/guardian(s) at no cost at each school. Procedures for requesting supportive services that are available at the building level and on building-specific websites should include the building-level Article 26A Resource Person's name and contact information. See Administrative Procedure 7.255-AP1, <i>Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> .
* Board Policy 7.290, <i>Suicide and Depression Awareness and Prevention</i>	105 ILCS 5/2-3.166.
* Contact information for the National Suicide Prevention Lifeline (988), Crisis Text Line (Text 741741), and the Safe2Help Illinois helpline (Call 844-4-SAFEIL or Text SAFE2 to 72332) if the District does not issue student identification cards to all students in grades 6-12 or school employees serving those grades	105 ILCS 5/10-20.81, amended by P.A.s 103-143 and 104-264.
* Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes without limitation, vacation days, sick days, bonuses, annuities, and retirement enhancements	105 ILCS 5/10-20.47. Annually on or before October 1: (1) the information must be presented at a regular Board meeting and posted on the District's website, and (2) after the Board meeting at which the information was presented, the Report must be provided to ISBE.
All records pertaining to the creation, alteration or revision of school attendance areas shall be open to the public	105 ILCS 5/10-21.3. This law also requires school attendance areas to be periodically revised, if necessary, to prevent or eliminate segregation by color, race, or nationality. See Board Policy 7.30, <i>Student Assignment and Intra-District Transfer</i> .

Web-posted records and information	Web-posting statutory reference and special instructions
* Vacancies for teaching positions in a subject shortage area, before hiring a retired teacher to any such position	40 ILCS 5/16-150.1, amended by P.A. 103-588. The District must, on an ongoing basis, post the vacancy for a period of at least 90 days during the six months preceding either the fall or spring term for which it seeks to employ a retired teacher in a subject shortage area. This posting requirement is in effect for employment ending no later than June 30, 2027.
* Information regarding a Severance Agreement entered into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination	50 ILCS 205/3c. Within 72 hours of Board approval, the District must post: (1) the name/title of person receiving payment under the severance agreement, (2) the amount of payment, (3) that the employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as applicable, and (4) the date, time, and location of the meeting at which the agreement was approved. NOTE: The Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2), prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired by the Board for <i>misconduct</i>, which includes sexual harassment and/or discrimination. Id. at 415/5. For more discussion about the reconciling these laws, see f/n 7 in policy 2. 260, <i>Uniform Grievance Procedure</i>.
* As an employer that participates in the Illinois Municipal Retirement Fund (IMRF), a compensation report for employees who have a total compensation package that exceeds \$75,000 per year; <i>total compensation package</i> means salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted	5 ILCS 120/7.3. The report must be posted within six business days after the District approves a budget. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information. The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., Teachers' Retirement System (TRS) participants.

Web-posted records and information	Web-posting statutory reference and special instructions
* As an employer that participates in the IMRF, a compensation report for employees who have a total compensation package that is equal to or in excess of \$150,000 per year; <i>total compensation package</i> means payment by the employer to the employee for salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted.	5 ILCS 120/7.3. The report must be posted at least six days before the District approves an employee's total compensation package that is equal to or in excess of \$150,000. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information. The Illinois Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.
* As an employer that participates in IMRF, a link to information posted on the IMRF website at: www.imrf.org/en/about-imrf/transparency/employer-cost-and-participation-information	40 ILCS 5/7-135.5.
* Board Policy 5.120, <i>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</i>	105 ILCS 5/22-85.5(e).
* A description of activities to address intergroup conflict (an optional program authorized by 105 ILCS 5/27-23.6)	105 ILCS 5/27-1050(c), renumbered by P.A. 104-391.
The total number of personnel with a school support personnel endorsement, and for each endorsement area: 1. Those actively employed by the District on a full-time basis; 2. Those actively employed by the District on a part-time basis; and 3. Those actively employed by a special education cooperative providing services to students in the District	105 ILCS 5/10-20.80. Annually by December 1, the District must report its school support personnel information as of October 1 to ISBE and web-post it.
The total number of students enrolled in the District and of that total, the number of students with an individualized education program (IEP) or Section 504 plan	105 ILCS 5/2-3.182. Annually by December 1, ISBE must make the enrollment information available on its website based on the District enrollment information as of October 1.

Web-posted records and information	Web-posting statutory reference and special instructions
* Notice that students with disabilities who do not qualify for an IEP may qualify for services under Section 504	105 ILCS 5/14-6.01. The notice shall: (1) identify the location and phone number of the District office or employee to whom inquiries about the identification, assessment, and placement of children with disabilities should be directed, and (2) inform parents/guardians who are deaf or do not typically communicate using spoken English that they are entitled to the services of an interpreter when participating in a Section 504 meeting.
* Class size reporting that includes the information described in 105 ILCS 5/2-3.136a: 1. The total number of <i>teachers</i> actively employed in the District, listed by individual school; 2. The <i>pupil-teacher ratio</i> for the District; 3. The number of <i>class instructors</i>, by grade level and subject; 4. The <i>class size</i> for each <i>class</i> and <i>class section</i> at each school in the District and the total number of classes or class sections in each school that exceed the class size guidelines under 105 ILCS 5/18-8.15(b)(2) (evidence-based funding core teacher ratios).	105 ILCS 5/10-20.70. Annually, the District must report its class size information, which ISBE must make available on its website by January 31 (see www.isbe.net/Pages/Data-Analysis-Reports.aspx). See 105 ILCS 5/2-3.136a for definitions of the italicized terms.
* Names of Board members who have completed professional development leadership training	105 ILCS 5/10-16a requires the District to post on its website the names of all Board members who have completed professional development leadership training. The web-posting may be expanded to log all Board members' training and development activities. 5 ILCS 120/1.05(b) and (c) require each Board member to complete training on the Open Meetings Act. After completing the training, each Board member must file a copy of their certificate of completion with the Board. 105 ILCS 5/24-16.5 requires each Board member to complete a training program on performance evaluations before voting on a dismissal based on a performance evaluation pursuant to the Performance Evaluation Reform Act.
Immunization data	105 ILCS 5/22-105(6), renumbered by P.A. 104-391.

Web-posted records and information	Web-posting statutory reference and special instructions
	By December 1, the District must annually make the immunization <i>data</i> that it must report to ISBE by November 15 each year publicly available. The data, not its format, must be identical to the data reported to ISBE. Boards have control over the method(s) used to make this data publicly available. One method is to instruct the reader to ask for the data directly from ISBE.
Information on mental health issues and local treatment resources	The Ill. House of Representatives encouraged this in HR 478 (99th General Assembly, 5-31-15).
* All reliable assessments, scored by entities other than the District, that are administered in each of the District's schools	105 ILCS 5/22-82(b). These must be made available to parents and/or guardians through the District's website or paper handouts.
* The District's Remote and/or Blended Remote Learning Day Plan, when the Governor has declared a public health emergency pursuant to 20 ILCS 3305/7	105 ILCS 5/10-30(6).
* If offered by the District, identification of the curriculum the District uses to provide comprehensive personal health and safety and comprehensive sexual health education (National Sex Education Standards (NSES)), the scope and sequence of these instructional materials, and the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials	105 ILCS 5/27-1015, renumbered by P.A. 104-391.
* Board Policy 6.135, <i>Accelerated Placement Program</i>	23 Ill. Admin. Code §227.60(a).
* Board Policy 7.70, <i>Attendance and Truancy</i>	105 ILCS 5/10-19.05(k), amended by P.A. 104-250; 23 Ill. Admin. Code §207.20(b).
* Board Policy 2.270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>	105 ILCS 5/22-95, added by P.A. 103-472.
* The name(s) of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District	105 ILCS 5/2-3.163(c), amended by P.A. 103-504. Every public school must designate at least one employee to take the Ill. Dept. of Human

Web-posted records and information	Web-posting statutory reference and special instructions
	Services' PUNS training. Id. See Board Policy 5.100, Staff Development Program.
* If the District has one or more school buses equipped with an automated traffic law enforcement system, notice to drivers that its buses are so equipped	625 ILCS 5/11-208.9(m).
* Type 1 diabetes informational material	105 ILCS 5/2-3.204, added by P.A. 103-641. The informational materials to be posted are those made available on ISBE's website. See <i>Understanding Type I Diabetes for Parents and Guardians</i> at: www.isbe.net/Pages/Student-and-Family-Resources.aspx .
* Local postsecondary and career expectations framework	105 ILCS 5/10-20.84(a). The framework must be available at a prominent location on the District's website.
* Informational materials about the Illinois Achieving a Better Life Experience (ABLE) account program established under the State Treasurer Act.	105 ILCS 5/14-8.02i, amended by P.A. 104-314. The informational materials are distributed to the District by ISBE and must be posted by the District beginning with the 2026-2027 school year.

Exhibit - Notification to Staff and Parents/Guardians of CPR and AED Video

On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars

Date:

To: Parents/Guardians and Staff

Re: CPR and AED Video

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website.

The law also requires the District to notify staff members and parents/guardians about the video.

You are encouraged to view the brief video, at: www.ihsa.org/health-safety/cpr-training.

General Personnel – Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

All applicants must complete a District application form in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in their charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80 or who falsifies, or omits facts from, their employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent or designee shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to their personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See Board Policy 5.10, *Equal Employment Opportunity*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other State, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by their supervising physician to perform health examinations. The employee must have the physical examination and tuberculin test performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice nurse, or a licensed physician assistant who has been delegated the authority by their supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of such examination.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position.

Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in Board Policy 5.90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
15 U.S.C. §1681 et seq., Fair Credit Reporting Act.
42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b,
5/21B-10, 5/21B-80, 21B-85, 5/22-6.5, 5/22-94, and 5/24-5.
20 ILCS 2630/3.3, Criminal Identification Act.
820 ILCS 55/, Right to Privacy in the Workplace Act
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985),
aff'd in part and remanded 115 Ill.2d 482 (Ill. 1987).
Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).
Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2.260 (Uniform Grievance Procedure), 3.50 (Administrative Personnel Other Than the Superintendent), 4.60 (Purchases and Contracts), 4.175 (Convicted Child Sex Offender; Screening; Notifications), 5.10 (Equal Employment Opportunity), 5.40 (Communicable and Chronic Infectious Disease), 5.90 (Abused and Neglected Child Reporting), 5.120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5.125 (Personal Technology and Social Media; Usage and Conduct), 5.220 (Substitute Teachers), 5.280 (Duties and Qualifications)

General Personnel – Drug- and Alcohol-Free Workplace; E-Cigarette, Vaping, Tobacco, and Cannabis Prohibition

It is the policy of the District that the public has the reasonable right to expect all District employees to be free from the effects of drugs and alcohol while on duty or on District property and to observe the laws concerning the use of drugs and alcohol regardless of whether they are on duty, on District property, or at District events. The purposes of this policy shall be achieved in such a manner as not to violate any constitutional rights of employees.

All District property and events are drug- and alcohol-free places.

All employees are prohibited from:

1. Possessing, consuming, using, manufacturing, dispensing, distributing, or being impaired by or under the influence of alcohol or cannabis while on duty or on District property. Possession or distribution of medical cannabis by a school nurse or school administrator pursuant to Ashley's Law, 105 ILCS 5/22-33, is not prohibited.
2. Consuming, using, or being impaired by or under the influence of alcohol or cannabis while on call.
3. Being impaired by or under the influence of prescription medication or over the counter medication while on duty, on call, or on District property.
4. Possessing, selling, purchasing, delivering, manufacturing, dispensing, distributing, using, or being impaired by or under the influence of any illegal drug or controlled substance.

For purposes of this policy, an *illegal drug or controlled substance* means a substance that is:

1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or State controlled substance acts.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either on District property or another previously-designated location.

The District considers an employee to be *impaired by or under the influence of* one of the substances listed above if the employee manifests specific, articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including, but not limited to, symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee, students, or others, or involvement in any accident that results in serious damage to equipment or property; or carelessness that results in any injury to the employee, students, or others.

Adopted: August 13, 1991
Reviewed: June 2026
Amended: July 15, 2026

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy, *District property* means workplace as defined in the Cannabis Regulation and Tax Act ("CRTA") in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. *Vehicles used for school purposes* means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify their supervisor of their conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

To make employees aware of dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy, or with access to this policy online;
2. Post notice of this policy where other information for employees is posted;
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations;
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace;
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs; and
 - c. The penalties that the District may impose upon employees for violations of this policy.

6. Remind employees that Board Policy 6.60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Vaping, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in Board Policy 8.30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, vaping, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

"Tobacco" has the meaning provided in 105 ILCS 10-20.5b.

"Cannabis" has the meaning provided in the CRTA, 410 ILCS 705/1-10.

"E-Cigarette" is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system ("ENDS"), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse program and/or employee-assistance program.

If the District elects to discipline an employee on the basis that the employee is under the influence or impaired, the District will afford the employee a reasonable opportunity to contest the basis of the determination.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent or designee shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the Suspension of Policies subhead in Board Policy 2.240, *Board Policy Development*.

LEGAL REF.: 20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.
21 U.S.C. §812, Controlled Substances Act; 21 C.F.R. §1308.11-1308.15.
41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.
42 U.S.C. §12114, Americans With Disabilities Act.
21 C.F.R. Parts 1100, 1140, and 1143.
30 ILCS 580/, Drug-Free Workplace Act.
105 ILCS 5/10-20.5b.

Adopted: August 13, 1991

Reviewed: June 2026

Amended: July 15, 2026

410 ILCS 82/, Smoke Free Illinois Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.
720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age
and Sale and Distribution of Tobacco Products Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
23 Ill. Admin. Code §22.20.

CROSS REF.: 5.10 (Equal Employment Opportunity), 5.120 (Employee Ethics; Code of
Professional Conduct; and Conflict of Interest), 6.60 (Curriculum Content), 8.30
(Visitors to and Conduct on School Property)

Exhibit – Notice of Preliminary Hiring Decision Based on Conviction Record

Use this letter when the District must notify an applicant that it made a preliminary determination that the applicant is disqualified from employment based on a conviction record. 775 ILCS 5/2-103.1(C).

On District Letterhead

Re: Your Employment Application – Preliminary Decision Notice

Dear *[insert name of applicant]*:

The District has reviewed the results of your complete criminal history records check conducted pursuant to 105 ILCS 5/10-21.9 in connection with your application for the position of *[insert job title]*. A copy of those results is enclosed with this letter.

After review, the District is not considering you further for employment in the District based at least in part on *[insert date and description of disqualifying offense relied upon]*.

Use the following paragraph if the disqualification is based on conviction of a prohibited offense included in 105 ILCS 5/21B-80 (see Administrative Procedure 5.30-AP2, Investigations, at p. 7-8 for a listing of prohibited offenses):

105 ILCS 5/10-21.9 prohibits the District from employing anyone convicted of *[insert disqualifying offense]*, and therefore, the District is prohibited by law from offering you employment.

Use the applicable paragraph(s) below if the disqualification is not based on a prohibited offense included in 105 ILCS 5/21B-80:

Given the [include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts], the District finds that employing you would involve an unreasonable risk to the property or to the safety or welfare of others.

Given the [include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts], the District finds a substantial relationship between your conviction record(s) and the employment position for which you have applied, and that your hiring would provide an opportunity for you to engage in the same or a similar offense.

Pursuant to the Illinois Human Rights Act, you have the right to respond to this Decision, after which time the District will make a final determination. Your response may include, but need not be limited to, evidence challenging the accuracy of the conviction record that the District relied upon to disqualify you [and/or evidence in mitigation, such as rehabilitation efforts]. You have until *[insert date at least seven working days from the date of the letter]* to respond to this letter. Please send your response to: *[insert contact information]*

Sincerely,

Adopted: July 20, 2022

Reviewed: June 2026

Amended: July 15, 2026

[insert title, such as Superintendent or Director of Human Resources]

Enclosure: results of complete criminal history records check

Exhibit – Notice of Final Hiring Decision Based on Conviction Record

Use this letter when the District must notify an applicant that it made a final determination that the applicant is disqualified based on a conviction record. 775 ILCS 5/2-103.1(C).

On District Letterhead

Re: Your Employment Application – Final Decision Notice

Dear *[insert name of applicant]*:

The District has made the final decision not to consider you further for employment. This decision is based in whole or in part on the information in your conviction record that was enclosed with the preliminary decision letter that was sent to you on *[insert date]*, as well as any information submitted by you in response to my letter.

Use the following paragraph if the disqualification is based on conviction of a prohibited offense included in 105 ILCS 5/21B-80 (see 5:30-AP2, Investigation at p. 7-8 for a listing of prohibited offenses):

105 ILCS 5/10-21.9 prohibits the District from employing anyone convicted of *[insert disqualifying offense]*, and therefore, the District is prohibited by law from offering you employment.

Use the following paragraph if the disqualification is not based on a prohibited offense included in 105 ILCS 5/21B-80 (see Administrative Procedure 5.30-AP2, Investigations at p. 7-8 for a listing of prohibited offenses):

105 ILCS 5/21B-80 prohibits the District from employing anyone convicted of *[insert disqualifying offense]*, and therefore, the District is prohibited by law from offering you employment.

Use the applicable paragraph(s) below if the disqualification is not based on a prohibited offense included in 105 ILCS 5/21B-80:

Given the *[include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts]*, the District has determined that employing you would involve an unreasonable risk to the property or to the safety or welfare of others.

Given the *[include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts]*, the District has determined that there is a substantial relationship between your conviction record and the employment position for which you have applied, and that your hiring would provide an opportunity for you to engage in the same or a similar offense.

[Insert the existing procedure, if any, that the District will use for the applicant to challenge the decision or request reconsideration]

Adopted: July 20, 2022
Reviewed: June 2026
Amended: July 15, 2026

Finally, please note that you have the right to file a charge with the Illinois Department of Human Rights.

Sincerely,

[insert title, such as Superintendent or Director of Human Resources]

Harassment of Students Prohibited

No person, including a District employee, 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 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, *Title IX Grievance Procedure*, and 2.260, *Uniform Grievance Procedure*.

Making a Report or Complaint

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

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 Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

**Nondiscrimination
Coordinator, Title IX
Coordinator, and
Complaint Manager:**

Name: M. Curt Richardson
Address: 1809 West Hovey Ave.
Normal, IL 61761
Email: richardmc@unit5.org
Telephone: (309) 557-4082

Complaint Managers:

Name:	Heather Rogers
Address:	1809 West Hovey Ave. Normal, IL 61761
Email:	rogersh@unit5.org
Telephone:	(309) 557-4041
Name:	Dr. Kristal Shelvin
Address:	1809 West Hovey Ave. Normal, IL 61761
Email:	shelvik@unit5.org
Telephone:	(309) 557-4035
Name:	Dr. Brandon Caffey
Address:	1809 West Hovey Ave. Normal, IL 61761
Email:	caffeyb@unit5.org
Telephone:	(309) 557-4027

The Superintendent or designee 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 supervisor or administrator 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 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 student harassment that does not require action under Board Policies 2.265, *Title IX 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*

Adopted: July 9, 1997

Reviewed: June 2026

Amended: July 15, 2026

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 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/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board Policies 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*).

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, 5/22-110, 5/26A, and 5/27-1.
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 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

Adopted: July 9, 1997
Reviewed: June 2026
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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), 7.255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school year. Based upon an assessment of a child's readiness to attend school, the District may permit the child to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of the child's readiness if the child attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board Policy 6.135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent or designee. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board Policy 7.60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board Policy 7.100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board Policy 6.140, *Education of Homeless Children*, and its implementing Administrative Procedure 6.140-AP1, govern the enrollment of homeless children.

Foster Care Students

The Superintendent or designee will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in legal custody as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the District.

Foreign Exchange Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-Enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see Board Policy 6.110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under Board Policy 7.210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities in Education Act or accommodation plans under the Rehabilitation Act, Section 504.

Adopted: April 7, 1969
Reviewed: June 2026
Amended: July 15, 2026

- LEGAL REF.: 8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.
29 U.S.C. §794, Rehabilitation Act, Section 504.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/22-105, 5/26-1, and 5/26-2.
105 ILCS 10/8.1, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
325 ILCS 50/, Missing Children Records Act.
325 ILCS 55/, Missing Children Registration Law.
410 ILCS 315/2, Communicable Disease Prevention Act.
20 Ill. Admin. Code Part 1290, Missing Person Birth Records and School Registration.
23 Ill. Admin. Code Part 226, Special Education
23 Ill. Admin. Code Part 375, Student Records.
- CROSS REF.: 4.110 (Transportation), 6.30 (Organization of Instruction), 6.110 (Program for Students at Risk of Academic Failure and/or Dropping Out), 6.135 (Accelerated Placement Program), 6.140 (Education of Homeless Children), 6.300 (Graduation Requirements), 6.310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7.60 (Residence), 7.70 (Attendance and Truancy), 7.100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7.150 (Agency and Law Enforcement Requests), 7.340 (Student Records)

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health, 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, regardless of the student's grade (including early learning, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required from students entering grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. An age appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. 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.
4. Before admission and in conjunction with required physical examinations, parent(s)/guardian(s) of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parent(s)/guardian(s) information about the link between human papilloma-virus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents(s)/guardian(s).

Unless an exemption or extension applies, the failure to comply with the above requirements by the first day of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

Transfer students shall have 30 days following registration to comply with the health examination and immunization regulations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parent(s)/guardian(s) are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parent(s)/guardian(s) of students entering kindergarten or an Illinois school for the first time shall present proof before the first day of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by the first day of school, the school may hold the student's report card until the student presents proof:

- 1) of a completed eye examination, or
- 2) that an eye examination will take place within 60 days after the first day of school.

The Superintendent or designee shall ensure that parent(s)/guardian(s) are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof:

- 1) of a completed dental examination, or
- 2) that a dental examination will take place within 60 days after May 15.

The Superintendent or designee shall ensure that parent(s)/guardian(s) are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds if the student's parent(s)/guardian(s) present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. General philosophical or moral reluctance to allow physical examinations, eye examinations, immunizations, vision and hearing screenings, or dental examinations does not provide a sufficient basis for an exception to statutory requirements. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parent(s)/guardian(s) of exclusion procedures pursuant to Board Policy 7.280, *Communicable and Chronic Infectious Disease* and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parent(s)/guardian(s) show an undue burden or lack of access to a physician licensed to practice medicine in all its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parent(s)/guardian(s) show an undue burden or a lack of access to a dentist.

Exclusion of Students Exempt from Immunization Requirements

Students who are exempt from immunization requirements shall be considered susceptible close contacts of a student or staff member determined to have a communicable or infectious disease and excluded from school as provided and for the duration specified in the Control of Notifiable Diseases and Conditions Code. The school will take reasonable measures, considering available resources, to allow for the continuation of educational services during the period of exclusion and students will be allowed to make up missed work.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board Policy 6.140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act
105 ILCS 5/22-105.
105 ILCS 45/1-20, Education for Homeless Children Act.
410 ILCS 45/7.1, Lead Poisoning Prevention Act.
410 ILCS 315/2e, Communicable Disease Prevention Act.
23 Ill. Admin. Code §1.530.
77 Ill. Admin. Code Part 664, Socio-Emotional and Developmental Screening.
77 Ill. Admin. Code Part 665, Child and Student Health Examination and Immunization.

Adopted: August 17, 1981
Reviewed: June 2026
Amended: July 15, 2026

77 Ill. Admin. Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6.30 (Organization of Instruction), 6.140 (Education of Homeless Children), 6.180 (Extended Instructional Programs), 7.50 (School Admissions and Student Transfers To and From Non-District Schools), 7.280 (Communicable and Chronic Infectious Disease)

ADMIN. PROC.: 6.140-AP1 (Education of Homeless Children), 7.100-AP1 (First Day Exclusions), 7.100-E1 (State of Illinois Certificate of Child Health Examinations), 7.100-E2 (First Day Exclusion Notification Letter), 7.100-E3 (Medical Records Deficiency Notice), 7.280-AP1 (Managing Students with Communicable or Infectious Diseases)

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, *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.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board Policies:
 - a. 2.260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if the person believes that the Board, its employees, or its agents have violated the person's rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2.265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7.20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Associate Building Principal, Assistant Building Principal, or a Complaint Manager identified in Board Policy 7.20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board Policy 6.60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board Policy 6.65, *Student Social and Emotional Development*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Associate Building Principal, Assistant Building Principal, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

By Reference: 7.180-AP1 (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 5/27-240.

CROSS REF.: 2.240 (Board Policy Development), 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Grievance Procedure), 5.100 (Staff Development Program), 5.230 (Maintaining Student Discipline), 6.60 (Curriculum Content), 6.65 (Student Social and Emotional Development), 7.20 (Harassment of Students Prohibited), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.190 (Student Behavior), 7.220 (Bus Conduct), 7.230 (Misconduct by Students with Disabilities), 7.240 (Conduct Code for Participants in Extracurricular Activities)

Bus Conduct

While the law requires the District to furnish transportation, it does not relieve parents/guardians of students from the responsibility of supervision until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

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

School Bus Suspensions

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

1. Prohibited student conduct as defined in Board Policy 7.190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

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

Academic Credit for Missed Classes During School Bus Suspension

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

Electronic Recordings on School Buses

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

Adopted: September 7, 1972

Reviewed: June 2026

Amended: July 15, 2026

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the District for any necessary repairs or replacement.

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

CROSS REF.: 4.110 (Transportation), 4.170 (Safety), 7.130 (Student Rights and Responsibilities), 7.170 (Vandalism), 7.190 (Student Behavior), 7.200 (Suspension Procedures), 7.230 (Misconduct by Students with Disabilities), 7.340 (Student Records)

ADMIN. PROC.: 4.110-AP3 (School Bus Safety Rules)

Adopted: September 7, 1972
Reviewed: June 2026
Amended: July 15, 2026

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for students with disabilities.

Discipline of Special Education Students

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

- LEGAL REF.: 20 U.S.C. §§1412, 1413, and 1415, Individuals With Disabilities Education Improvement Act of 2004.
20 U.S.C. §7151 *et seq.*, Gun-Free Schools Act.
34 C.F.R. §§300.101, 300.530-300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill. Admin. Code §226.400.
Honig v. Doe, 484 U.S. 305 (1988).
- CROSS REF.: 2.150 (Committees), 6.120 (Education of Children with Disabilities), 7.130 (Student Rights and Responsibilities), 7.190 (Student Behavior), 7.200 (Suspension Procedures), 7.210 (Expulsion Procedures), 7.220 (Bus Conduct)
- ADMIN. PROC.: 6.120-AP1, 7.190-AP4, 7.190-AP7, 7.190-AP8, 7.190-E1, 7.190-E2, 7.190-E4, 7.200-E1, 7.200-E2, 7.210-E1, 7.220-AP1

Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board policy and the rules adopted by any association in which the District maintains a membership.

The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. Participants who violate the conduct code will be allowed to give an explanation before being progressively disciplined. The conduct code shall be reviewed by Building Principals periodically at their discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board Policy 7.190, *Student Behavior*. All coaches and sponsors of co-curricular activities shall annually review the conduct code with participants and provide participants with a copy.

In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Reasonable Suspicion Extracurricular Alcohol and Drug Testing

In order to foster the health, safety, and welfare of its students, the District will conduct alcohol and/or drug testing whenever there is reasonable suspicion that a participant has used or ingested alcohol or drugs. Participation in extracurricular activities is a privilege and participants need to be exemplars.

Each student and student's parent(s)/guardian(s) must consent to having the student submit to reasonable suspicion alcohol and drug testing in order to participate in any extracurricular activity. Failure to sign the District's *Reasonable Suspicion Alcohol and Drug Testing Consent* form will result in non-participation.

Participants who are found to have committed alcohol and/or drug violations will be subject to the sanctions in the conduct code in addition to discipline in accordance with Board Policy 7.190, *Student Behavior*.

Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance-enhancing substance on IHSA's banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition.

IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board Policy 7.190, *Student Behavior*.

LEGAL REF.: Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180 (2021).
Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).
Veronia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).
Clements v. Bd. of Educ. of Decatur, 133 Ill. App. 3d 531 (4th Dist. 1985).
Kevin Jordan v. O'Fallon THSD 203, 302 Ill. App. 3d 1070 (5th Dist.1999).
Todd v. Rush County Schs., 133 F.3d 984 (7th Cir., 1998).

105 ILCS 5/24-24, and 5/27-255(d).

CROSS REF.: 5.280 (Duties and Qualifications), 6.190 (Extracurricular and Co-curricular Activities), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.190 (Student Behavior), 7.300 (Extracurricular Athletics)

Exemption from Physical Education

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.

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 Practice Act, prevents his or her participation in the physical education course.

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. The student (a) is in grades 3-12, (b) the student's Individualized Education Program (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. The student (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 must receive that service in accordance with the student's IEP.

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 in Board Policy 6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of their ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this Board Policy were applied to the student's individual circumstances, as appropriate.

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;

Adopted: July 9, 1997

Reviewed: June 2026

Amended: July 15, 2026

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 in Board Policy 6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

LEGAL REF.: 105 ILCS 5/27-710.
225 ILCS 60/, Medical Practice Act.
23 Ill. Admin. Code §1.420(p) and §1.425(d), (e).

CROSS REF: 6.60 (Curriculum Content), 6.310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board Policy 6.190, *Extracurricular Activities*.
2. A student and parent/guardian of the student must provide written permission for the student's participation by completing and signing Exhibit 7.300-E1, *Agreement to Participate*, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. Exhibit 7.100-E1, *State of Illinois Certificate of Child Health Examination*, and Exhibit 7.300-E2, *IHSA/IESA Preparticipation Physical Evaluation*, are the preferred certificates of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance policy.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and the student's parent/guardian must:
 - a. comply with the eligibility rules of, and complete any forms required by any sponsoring association (such as the IESA and the IHSA), and
 - b. complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about Board Policy 7.305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee

1. is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board Policy 7.10, *Equal Educational Opportunities*, and
2. shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/22-80.
23 Ill. Admin. Code §1.530(b).

CROSS REF.: 4.100 (Insurance Management), 4.170 (Safety), 6.190 (Extracurricular Activities), 7.10 (Equal Educational Opportunities), 7.20 (Harassment of Students Prohibited), 7.240 (Conduct Code for Participants in Extracurricular Activities), 7.305 (Student Athlete Concussions and Head Injuries), 7.340 (Student Records)

Parent Organizations and Booster Clubs

The Board recognizes that 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 Board policy, the 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, 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's 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 Building Principal or administrator will serve as the advisor to parent organizations in his or her school and 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.

CROSS REF.: 8.80 (Gifts to the District)

CERTIFICATE OF APPROVAL FOR THE EXPENDITURE OF FIRE PREVENTION AND SAFETY FUNDS

(Section 17-2.11 of the School Code)

CHIDDIX JR HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 43	

Total Previously Approved	
Approved to raise with this Amendment	\$80,740.80
Total Approved to Date	\$80,740.80
Existing District Funds Approved	\$0.00

I, , State Superintendent of Education, acknowledge receipt of the estimate of cost certified by the architect/engineer required:

1.	☐	to bring this school building into compliance with the safety standards set forth in 23 Ill. Adm. Code Part 175, 23 Ill. Adm. Code Part 180, and or 23 Ill. Adm. Code Part 185 as promulgated by the State Board of Education.
2.	☐	to bring the school building into compliance with the Asbestos Abatement Act 105 ILCS 105/1 et.seq, and the federal Asbestos Hazard Emergency Response Act of 1986 as amended (AHERA).
3.	☐	to provide funds for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes pursuant to Section 17-2.11 of the School Code with funds not necessary for the completion of items under No. 1 or No. 2 above.

I Further certify that the estimate of total approval to date, in the amount of \$80,740.80 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

1.	☒	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	☐	One or more items in this amendment were disapproved and the estimated costs adjusted accordingly. The amount shown above as the total amount approved for this amendment reflects an aggregate cost adjustment of + / - \$0.00. Comments regarding this amendment and a list of the items disapproved and cost adjustments applied are attached to this certificate.

COMMENTS:

ADJUSTED ITEMS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
---------	-------------	------------------	-----------------	------------	--------

(35-22) (7/07) Prescribed for ISBE for ISBE Use

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The CHIDDIX JR HIGH SCHOOL school, located at 300 S Walnut St Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 6/1/2026.

☒ All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.

☐ All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 80,740.80.

Name of Architect/Engineer Aaron Neal	Name of Firm Design Mavens Architecture
Phone Number 309.304.3048	Fax Number
License Number 001-024609	Expiration Date 11/30/2026
Email Address aaron@design-mavens.com	
<i>[Seal and Signature]</i>	



Aaron Michael Neal

PART II. CERTIFICATION OF NEED (Provided by district through IWAS)

The local Board of Education hereby certifies and assures the State Board of Education:

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

- g. All work authorized by the District will be executed in conformity with all applicable codes.
- h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE (23 IL Adm. Code 180, Sections 180.320)	
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1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME CHIDDIX JR HIGH SCHOOL
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation	
1	East Side of Building Grounds	a.	PM 507.2	Existing Sanitary Line has collapsed and is need of replacement.	Disconnect existing sewer piping from new connection to existing manhole. Plug/cap both ends and abandon in place. Install new 8" pvc piping from existing sewer stub to existing manhole south of the building. Install required cleanouts as necessary.	

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE			2. DISTRICT CODE/NAME					3. FACILITY CODE/NAME				
064, McLean			0050, McLean County USD 5					CHIDDIX JR HIGH SCHOOL				
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type	
1	e	a.	Disconnect existing sewer piping from new connection to existing manhole. Plug/cap both ends and abandon in place. Install new 8" pvc piping from existing sewer stub to existing manhole south of the building. Install required cleanouts as necessary.	LS	1	2	\$67,284.00			8/31/2026	F	

	Original Subtotal	\$67,284.00	Adjusted Subtotal	\$67,284.00	
	Original 10.00% Contingency	\$6,728.40	Adjusted 10.00% Contingency	\$6,728.40	
	Original 10.00% A/E Fees	\$6,728.40	Adjusted 10.00% A/E Fees	\$6,728.40	
	Original Grand Total	\$80,740.80	Adjusted Grand Total	\$80,740.80	

Items with a Funding Type of 'O' are not included in the cost calculation.
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

**RESOLUTION OF THE BOARD OF EDUCATION
COMMUNITY UNIT SCHOOL DISTRICT NO. 5, McLEAN & WOODFORD COUNTIES, ILLINOIS
Authorizing interfund loans from Fund Reserves to other Funds as permitted
under Illinois School Code (105 ILCS 5/10-22.33)**

WHEREAS, the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois ("Board of Education"), has created, maintained and administers fund reserves within individual funds for operations, capital, and debt service purposes; and

WHEREAS, the Board of Education, by authority of 105 ILCS 5/10-22.33 of *The Illinois School Code* may make interfund loans available to any other Fund from Fund(s) as available to cover temporary cash shortfalls of accounting periods should the need arise. It has been determined that certain funds of Community Unit School District No. 5 will on occasion require the transfer of monies into said fund(s) in order to appropriately make payments for expenditures

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois:

that the Treasurer is hereby authorized and directed to make any and all such interfund loans, not to exceed the amounts as authorized in *The Illinois School Code* (105 ILCS 5/10-22.33) required in order to have sufficient funds to make appropriate payments of expenditures of the School District. Further, the Treasurer is directed to make the necessary bookkeeping entries to effect this change. Said loans are to be repaid at the earliest possible time sufficient funds are available to effect partial to full reimbursement. In no case shall any reimbursement take longer than the current fiscal year

The Treasurer shall present a report of all of the interfund loans and their repayments at the board meeting immediately following such loans or repayments until all repayments as required in the school code are completed. The authorization provided herein shall expire after June 30th, 2027.

ADOPTED this 15th day of July, 2026

by the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

Stan Gozur, President, Board of Education
McLean County Unit District No. 5

ATTEST:

Amy Roser, Secretary, Board of Education

McLean County Unit District No. 5

**RESOLUTION OF THE BOARD OF EDUCATION
COMMUNITY UNIT SCHOOL DISTRICT NO. 5, McLEAN & WOODFORD COUNTIES, ILLINOIS
Authorizing interfund loans from the Working Cash Fund to other Funds as permitted
under Illinois School Code (105 ILCS 5/20-5)**

WHEREAS, the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois ("Board of Education"), has created, maintained and administered a fund known as the Working Cash Fund in the manner prescribed by *The Illinois School Code* and the Illinois State Board of Education for the purpose of enabling Community Unit School District No. 5, McLean and Woodford Counties, Illinois ("School District") to have in its treasury at all times sufficient money to meet its obligations; and

WHEREAS, the Board of Education, by authority of 105 ILCS 5/20-5 of *The Illinois School Code* may loan money from the Working Cash Fund to any other Fund. It has been determined that certain funds of Community Unit School District No. 5 will on occasion require the transfer of monies into said fund(s) in order to appropriately make payments for expenditures

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois:

that the Treasurer is hereby authorized and directed to make any and all such interfund loans, not to exceed the aggregate sum of \$56,000,000 as authorized in *The Illinois School Code* (105 ILCS 5/20-5) required in order to have sufficient funds to make appropriate payments of expenditures of the School District. Further, the Treasurer is directed to make the necessary bookkeeping entries to effect this change. Said loans are to be repaid by the transfer from the other Funds to the Working Cash Fund proceeds from the receipt of the June 2027 installment of the 2026 General Levy, estimated to be \$70,000,000. No tax anticipation warrants have heretofore been issued by the School District. The estimated Corporate Personal Property Replacement Tax set aside for the payment of retirement obligations is \$240,000.

The Treasurer shall present a report of all of the interfund loans and their repayments at the board meeting immediately following such loans or repayments until all repayments as required in the school code are completed. The authorization provided herein shall expire after June 30th, 2027.

ADOPTED this 15th day of July, 2026, by the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

Stan Gozur, President, Board of Education
McLean County Unit District No. 5

ATTEST:

Amy Roser, Secretary, Board of Education
McLean County Unit District No. 5

McLEAN COUNTY UNIT 5

STUDENT HANDBOOK

McLean County Unit 5 Student Handbook
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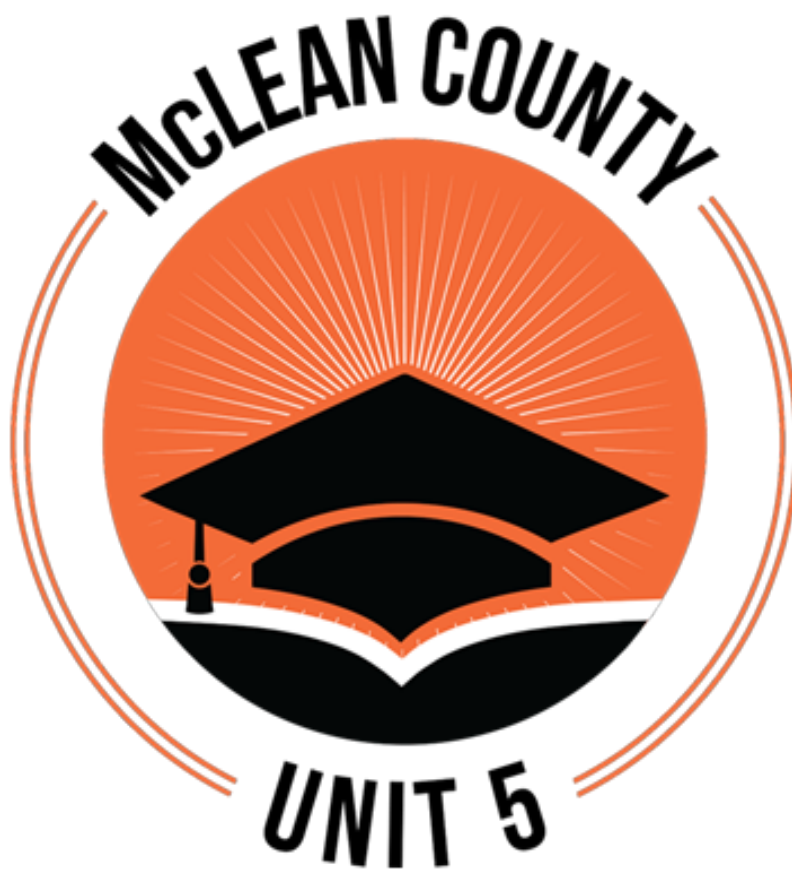


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CHAPTER 1: INTRODUCTORY INFORMATION & GENERAL NOTICES

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 promptly 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 ensuring 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/guardians 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/guardians and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents/guardians 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.

1.20 STUDENT/PARENT HANDBOOK ACKNOWLEDGMENT AND PLEDGE

As part of the Online Registration process, students, parents, and guardians acknowledge receipt of the Student Handbook for the upcoming year, which will be available on the district website prior to the start of the school year, but may be amended during the school year. By acknowledging receipt of the Student Handbook during registration, you confirm that you will review its contents, including any amendments, with your child and understand the responsibilities it outlines.

1.30 GENERAL SCHOOL INFORMATION

This handbook is intended to provide students, parents/guardians, and visitors with basic information about Unit 5 Schools, and to explain the various policies and procedures students should follow when attending school or school-related activities on or off campus, and parents/guardians and visitors should follow when attending Unit 5 activities or events or otherwise on school property. This handbook is a summary and is not a comprehensive statement of school policies and procedures. The Board's comprehensive policy manual is available on the District's website - https://www.boardpolicyonline.com/?b=mclean_5 - or at the Board office, located at 1809 West Hovey Avenue, Normal, Illinois. Keep this handbook available as a reference. Students will be held responsible for knowing and following all procedures, policies, and regulations. Unit 5 administration reserves the right to change rules, as needed, to maintain a safe and orderly learning environment. Changes in state and federal laws may dictate amendments to sources identified in this handbook during the school year.

District Governance

The District is governed by a Board of Education consisting of seven members. Current Board of Education members are listed on the District's website. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools. The Superintendent is the District's chief executive officer and is responsible for the administration and management of the District schools in accordance with Board policies and directives, and State and federal law.

1.40 VISITORS

During school hours, all visitors, including parents and siblings, are required to enter through the front door or greeter station 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.

When arriving at any school, visitors are asked to provide their information on a touch screen. Visitors consent to uploading a photo of their State-issued driver's license or ID card. The visitor's full name and date of birth are reviewed and sent to a third-party database provider, **Verkada Guest**, to search all state and local US sex offender registries and records. Additionally, the name is reviewed against our district banned person list.

Within seconds, the system will share the results with school staff and will print an ID badge for entry. Approved visitors must place the ID badge on their outer clothing in a clearly visible location. Visitors are required to proceed immediately and/or may be escorted to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school. Our visitor management system tracks the arrival and departure of all visitors.

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.

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Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct themselves 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 another 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 or vaping 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 detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless the student 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) more than 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including rollerblading, 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 color, race, national origin, religion, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, 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:

Nondiscrimination Coordinator and Complaint Manager:

M. Curt Richardson

1809 W. Hovey Ave, Normal IL 61761

Email: richardmc@unit5.org

Telephone: (309) 557-4082

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure. Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

1.60 ANIMALS ON SCHOOL PROPERTY

To assure student health and safety, animals generally are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability, or when approved by the Building Principal for educational purposes in accordance with Exhibit 6.100-E1 Guidelines and Application for Using Animals in School Facilities for Educational Purposes.

1.70 SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to our schools. The Board encourages the use of volunteers for the reasons set forth in [Board Policy 6.250, Community Resource Persons and Volunteers](#). Any parent or volunteer who works directly with students must complete [Exhibit 6.250-E1, Volunteer Information Form and Waiver of Liability](#), and be screened annually. This includes individuals who volunteer during the school day, as well as those who volunteer with students in before-school or after-school clubs, organizations, and IESA/IHSA-sponsored athletic programs or activities. Parents attending a party to be with/help their own student do not need a volunteer screening as long as they are not working with other students, just their own. Room parents and party volunteers leading the event and working with/supervising other students should be screened. All volunteers, regardless of whether they have been screened using the District's volunteer background screening, are required to check in and out at the main office, will be subject to the District visitor policy, and receive a visitor ID badge before going to their destination.

1.80 INVITATIONS AND GIFTS [K-8]

Party invitations or gifts for classmates should not be brought to school to be distributed. The office is unable to release addresses and phone numbers of students.

1.85 TREATS AND SNACKS [K-8]

Birthdays

Unit 5 believes that birthdays are special for children. As a school District, to promote a healthy school environment, birthday recognitions cannot include food items. The decision will be left up to each school as to how they would like to recognize a student's birthday, but it cannot include food items.

Other Occasions

There may be occasions (e.g., school parties, celebrations) where treats and snacks are allowed. Due to health concerns and scheduling, treats and snacks must be arranged in advance with the classroom teacher. All treats and snacks to be shared must be store-bought and prepackaged in individual servings. No homemade treats or snacks are allowed to be shared at school. Treats and snacks intended to be shared may not require refrigeration and must have a clearly printed list of ingredients.

1.90 EMERGENCY SCHOOL CLOSINGS

School cancellation/early dismissal information can be accessed from the Unit 5 website at www.unit5.org and on social media platforms. In addition, Unit 5 will send direct messaging to parents/guardians (email, text, call). For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If schools dismiss early for an emergency, all after-school functions are automatically canceled.

1.100 VIDEO AND AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school buses, 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 audio or video recordings, 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 shall be provided an opportunity to participate in all school-sponsored services, programs, or activities. The District may provide auxiliary aids or services to persons with disabilities when necessary and appropriate. 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 their 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 may also 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 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 promptly of any change that needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school promptly 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 the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

If you need assistance, help is also available from the following organizations:

National Suicide Prevention Lifeline: Call or text 988

Crisis Text Line: Text HOME to 741741

Safe2Help Illinois: Call 844-4-SAFEIL (723345) or Text SAFE2 (72332)

1.150 ACCOMMODATING BREASTFEEDING STUDENTS

Students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed an infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom).
6. The opportunity to make up work missed due to the student's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to the District's Non-Discrimination Coordinator or a Complaint Manager.

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, 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 bylaws containing the following:

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1. The organization's or club's name and purpose, such as to enhance students' educational experiences, to help meet the 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 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 organization.

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. The school will not prohibit students from wearing or accessorizing their graduation attire with items associated with the students' cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. 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 parents/guardians, 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 dialogue 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

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- 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 dialogue
- 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

School districts are required to include in the 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. For more information, see [Administrative Procedure 5.120-AP2, Employee Conduct Standards](#), [Exhibit 5.120-AP2, E1, Expectations and Guidelines for Employee-Student Boundaries](#), and [Exhibit 5.120-E1, Code of Ethics for Illinois Educators](#).

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 to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. For more information, see [Board Policy 7.285, Anaphylaxis Prevention, Response, and Management Program](#), and [Administrative Procedure 7.285-AP1, Anaphylaxis Prevention, Response, and Management Program](#). Parents/guardians with questions about how the policy applies to their child should contact their 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 <http://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 SERVICE MEAL CHARGE NOTIFICATION

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 [Board Policy 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 <http://www.fns.usda.gov/school-meals/unpaid-meal-charges>, and/or contact Unit 5 Food Service at (309) 557.4116.

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 Illinois State Board of Education.

Meal Charges for Meals Provided by the District

The Building Administration 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 they are 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 Illinois Department 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.

CHAPTER 2: ADMISSION, ATTENDANCE, PROMOTION & GRADUATION

2.00 ADMISSION REQUIREMENTS AND ENROLLMENT PROCEDURE

Parents/guardians of students enrolling in the District for the first time must complete the District's Verification of Residency and Enrollment form and supply:

- Certified birth certificate or other reliable proof of identity and age. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that, within 30 days, they must provide a certified copy of the student's birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child.

NOTE: If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Missing Children Registration Law and Missing Children Records Act requires the Superintendent or designee to immediately notify the local law enforcement agency, and also notify the person enrolling the student in writing that, unless they comply within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee must refer the case. The Superintendent or designee must immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

- Proof of legal custody
- Proof of residence, as required by Board Policy 7.60
- Proof of disease immunization or detection and the required physical examination as required by State law and Board Policy. [Board Policy 7.100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students.](#)
- Documentation that is not accepted for enrolling a student in school includes anything that does not adequately prove the student's identity, age, residency, or immunization status, such as: expired identification documents, unverified birth certificates, documents not issued by a recognized authority, or documents that do not provide a current address.

Early Childhood Enrollment Only: The school district is required to collect and review proof of family income to determine eligibility and priority points for *every student* as a part of the screening process for eligibility into early childhood programs upon entry to the program. Proof of family income must be placed in each child's folder. During state compliance visits, monitors will look for this documentation.

Early childhood programs must document how family income was calculated using any of the following forms of evidence:

- Pay stubs
- Proof of WIC benefit
- Proof of Supplemental Nutrition Assistance Program (SNAP) benefit
- Proof of Temporary Assistance for Needy Families (TANF) enrollment
- Proof of Supplemental Security Income (SSI) benefit
- Proof the family receives Child Care Assistance Program (CCAP)
- Tax Return (most recent)

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- Wages and tax statement (most recent W-2)
- Verification/letter from employer
- Proof that the parent/guardian is enrolled in Medicaid (a medical card with the child's name does not prove income eligibility)
- Signed written statement from the family (This is only an option when parents/guardians have no income sources)

Age Requirements

Early Childhood (Preschool for All - PFA / Preschool for All Expansion - PFAE):

- To be eligible for Early Childhood programs, a child must be between three (3) and five (5) years old.
- However, children five (5) years old on or before September 1 of the school year are not eligible for admission to PFA/PFAE, as they are considered kindergarten age-eligible.
- PFA and PFAE programs are designed exclusively for children ages 3–5 who are not yet eligible for kindergarten.

Kindergarten:

- A child must be five (5) years old on or before September 1 of the school year to be eligible for admission to kindergarten.

First Grade:

- A child must be six (6) years old on or before September 1 of the school year to be eligible for first grade.
- Children who turn six after September 1 shall enter first grade the following year.
- A child who has completed a full year of kindergarten in another district but is not yet six by September 1 may be placed in either kindergarten or first grade, at the discretion of the Building Principal.
- **A child may also be admitted to first grade if:**
 - The child attended a non-public preschool.
 - Continued through kindergarten at the same school.
 - Was taught by a properly certified teacher.
 - Will turn six (6) years old on or before December 31 of the school year; and
 - Demonstrates readiness based on an assessment.

Accelerated Placement:

- Early entrance to kindergarten or first grade may be available under [Board Policy 6.135, Accelerated Placement Program](#).

Students with Exceptional Needs:

- Children ages 3 to 21 with exceptional needs who qualify for special education services or are at risk of academic failure may be eligible for admission.
- Eligibility for special education is based on documented delays in one or more developmental areas, as determined through an Individualized Education Program (IEP).
- Students with disabilities who receive special education services remain eligible until age 21 (inclusive).
 - If the student turns 22 during the school year, they may continue to receive services through the end of that school year.

Ineligible Students:

- A student who is 19 years of age or older, has dropped out, and cannot graduate before turning 21 due to insufficient credits or age, is not eligible for admission.

Residency Requirements

Only children who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student. "Legal custody" means one of the following:

- (i) Custody exercised by a natural or adoptive parent with whom the pupil resides.
- (ii) Custody granted by order of a court of competent jurisdiction to a person with whom the pupil resides for reasons other than to have access to the educational programs of the district.
- (iii) Custody exercised under a statutory short-term guardianship, provided that within 60 days of the pupil's enrollment, a court order is entered that establishes a permanent guardianship and grants custody to a person with whom the pupil resides for reasons other than to have access to the educational programs of the district.
- (iv) Custody exercised by an adult caretaker relative who is receiving aid under the Illinois Public Aid Code for the pupil who resides with that adult caretaker relative for purposes other than to have access to the educational programs of the district.
- (v) Custody exercised by an adult who demonstrates that they have assumed and exercise legal responsibility for the pupil and provide the pupil with a regular fixed night-time abode for purposes other than to have access to the educational programs of the district.

A parent with the majority of parenting time under a parenting plan is considered to have legal custody.

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5/14-1.11a, and 5/14-1.11b. When both parents retain legal guardianship or custody, the resident district is the district in which either parent who provides the student's primary regular fixed nighttime abode resides, provided that the election of resident district may be made only once per school year.

Report to the office immediately any change of home address, home or parent's/guardian's work telephone number, or any other important information that we may need to contact your parent or guardian in case of an emergency. Proof of residency must be provided prior to changes being made.

Registration

All students must register for school each year on the dates and at the place designated by the Superintendent or designee. The District may require proof of legal custody, residency, immunizations, or health examination before allowing a student to register for the following school year.

All students, eighth through eleventh grades, are expected to register during the second semester for classes offered the following year.

All eligible students who move into the District or who transfer from another school are expected to register on or before the first day of a semester. Students enrolling late who have been attending school elsewhere will be placed in equivalent classes, if possible. Grades from the previous school will be combined with grades earned in Unit 5 high school classes to determine semester grades and credit. If there is not a similar course available, students may not be able to earn credit and may be assigned to study hall.

A student wishing to enroll late who has not been attending school during the current semester will be placed in the appropriate classes. The opportunity for credit will be evaluated on a case-by-case basis if the prospective student chooses to enroll. Credit is not guaranteed.

2.10 COMPULSORY ATTENDANCE

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall ensure that the child attends school in the district in which they reside, during the entire time school is in session (unless the child has already graduated from high school). Attendance in all assigned periods, including homeroom, is required.

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 their religion forbids secular activity on a particular day or time of day; and
- (6) Any child 16 years of age or older who is employed and is enrolled in a graduation incentive program.

Student Absences

For students who are required to attend school, there are two types of absences: excused and unexcused, as defined below. The school may require documentation explaining the reason for the student's absence.

Excused Absences

Absences for the reasons listed below are considered "valid causes" and will be marked as an excused absence. Documentation or proof of the reason may be required from a professional source in some cases.

- Illness (including up to 5 days per school year for mental or behavioral health of the student) or injury
- Serious illness or death in the family
- Verified medical or therapeutic appointment (an appointment card or other verification from the healthcare provider's office may be required)
- Appointment with a victim services provider
- Unavoidable accident or emergency
- Observance of a religious holiday or event
- Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
- Court appearance (beyond the student's control)
- College Visit / Military Visit (with verification)
- Attending a military honors funeral to sound "Taps" if the child is in grades 6 through 12
- Military Family Absence
- Attend a civic event

- For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence.
- Other situations beyond the control of the student, as determined by the Board of Education in [Board Policy 7.70, Attendance and Truancy](#)

Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student will be excused for up to five (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, is on leave from, or has immediately returned from deployment to a combat zone or combat-supported postings. Students are responsible for obtaining assignments and ensuring assignment completion.

Any student from a public middle school or high school, subject to guidelines established by ISBE, shall be permitted by a school board one school day-long excused absence per school year for the student to engage in a civic event. The school board may require that the student provide reasonable advance notice and require that the student provide appropriate documentation of participation in the civic event. "Civic event" means an event sponsored by a non-profit organization or governmental entity that is open to the public. "Civic event" includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. The State Board of Education may adopt rules to further define "civic event."

Students excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments. Teachers may make work available through electronic means.

Unexcused Absences

All other absences are considered unexcused. Requests for excused absences for reasons other than those listed above should be made to the Board of Education. Unexcused absences include, but are not limited to:

1. Truancy
2. Oversleeping
3. Missing the bus
4. Lack of ride to school
5. Private vehicle breakdown or failure to start
6. Working
7. Personal business
8. Participation in non-school-sponsored activities
9. Vacation

Reporting Absences

Each day a student is absent, their parent or guardian must call the Attendance Line before 8:30 a.m. to explain the reason for the absence. This is required regardless of a student's age at the time of the absence. The attendance phone line is available 24 hours per day.

If a call has not been made to the school by 9:45 AM or 1:45 PM (for PreK PM students) on the day of a student's absence, a message will go out by the attendance office to remind the parent/guardian to call the attendance line. 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.

Students at risk of reaching or exceeding chronic absence levels, the school staff will attempt to identify the cause of the student's absenteeism, including interviews with the student, their parent/guardian, and staff members or other people who may have information. For students who are chronically absent, the school will provide supportive services consistent with [Board Policy 7.70, Attendance and Truancy](#), including parent-teacher conferences, student and/or family counseling, or information about community service agencies. The school staff may visit the family and offer the family guidance, help, and resources for avoiding chronic absenteeism and promoting regular attendance. If, after conducting outreach and working with the family to get the child to school, PFA/PFAE students with chronic absenteeism may be dropped from the program in compliance with state guidelines. Written notification of the student being dropped from the program will be provided to the parent/guardian.

2.21 STUDENT PARTICIPATION IN OUTSIDE ACTIVITIES THAT COUNT TOWARD CALCULATION OF CLASS HOURS

Pupil attendance in any of the following activities shall be counted toward the calculation of clock hours of school work per day:

1. Instruction in a college course where the student is dually enrolled for both high school and college credit.
2. Participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by a licensed educator assessment of competencies. Participation may include, but is not limited to, scheduled events of local, State, and national youth organizations, career and technical education organizations, FFA associations, and 4-H programs as part of organized competitions, exhibitions, or conferences.
3. Participation in any work-based learning experience, including supervised agricultural experiences, in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation.
4. Participation in a youth apprenticeship in which student participation and learning outcomes are approved by a licensed educator for assessment of competencies.
5. Participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by a licensed educator.

Students shall not be penalized for work missed for participating in any of the above activities and will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. A student and the student's parent or legal guardian are responsible for obtaining coursework that is missed while the student participates in any of the above activities.

Students who desire to participate in any of the above activities should contact the building principal for approval.

2.30 RELEASE TIME FOR RELIGIOUS INSTRUCTIONS AND OBSERVANCE

A student will be released from school, as an excused absence, because of religious reasons, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's parent/guardian must give written notice to the building administration at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be allowed to make up all missed work, including homework and tests, for equivalent academic credit.

2.40 MAKE-UP WORK

For secondary students, it is their responsibility to coordinate with each teacher to make up any missed work. Students who are unable to contact their teachers via email or Google Classroom may request assistance from the Counseling Office to collect assignments. Students should also be prepared to complete any exams that were scheduled prior to their absence.

For elementary students, a parent or guardian may call the school before 9:15 AM to arrange for assignments and books to be picked up from the office that same day. Requests made after 9:15 AM will be available for pick up the following day after school. Parents may also arrange for a sibling or friend to pick up the materials, or teachers may make assignments available electronically.

All assignments and tests missed due to absences must be made up, regardless of the reason for the absence. Elementary students with excused absences are typically allowed twice the number of days they were absent to complete and submit missed assignments. However, students may be required to take previously announced tests on the day they return to school. Junior High and High School students will be permitted the same number of days absent, to turn in the make-up work up to five (5) days. For additional time, the student should contact their teacher.

Students who participate in activities outlined in handbook procedure 2.21 will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

The following guidelines should be used in setting deadlines for completion of make-up work:

- **Excused and Unexcused Absence** - if notified the previous day, a student may be required to take a test or complete other make-up work at the scheduled time. The penalty for not doing this work will be decided by the teacher. Reasonable deadlines for tests and class work will be established by the teachers after careful consideration of the circumstances of the absence and must be met by the student. It is the student's responsibility to be aware of all class assignments and deadlines.
- **Prearranged Absence** - as determined prior to absence. Depending on the reason for the prearranged absence, teachers may not be able to provide, nor are they required to provide, work in advance.
- **School-Related Absence** (field trips, contests, performances, etc.) - assignments and exams may be required in advance or as soon as the student returns to class. It is the student's responsibility to be aware of any work missed or announced during an absence of this nature. Students may be withheld from participation in any activity if involvement in that activity is unduly interfering with academic performance. Contact the teacher, sponsor, or coach as early as possible to discuss any such problems.
- **Suspension** - Students have an obligation to make up work that was missed due to a suspension.
- **Semester Exams** - All absences from semester exams for high school students must be cleared in advance by the building administration. It is the student's responsibility to decide with the teacher for completion of semester exams, with the teacher involved. Students truant from semester exams will receive a grade of "0", and their semester grades will be computed accordingly.

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. A “truant” is a child who is subject to compulsory school attendance and who is absent without “valid cause” (see Excused Absences above) from such attendance for more than 1% but less than 5% of the past 180 school days. A “chronic or habitual truant” is a child who is subject to compulsory school attendance and who is absent without “valid cause” from such attendance for 5% or more of the previous 180 regular attendance days. A “truant minor” is a chronic truant to whom supportive services, including prevention, diagnostic, intervention, and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

Truants will be offered support services and resources aimed at correcting the truancy issue. If truancy persists after support services and other resources are made available, the school will make a referral to a Truancy Outreach Specialist with the Regional Office of Education #17 using the ROE’s online Request for Truancy Service form.

If truancy persists after a referral has been made to a Truancy Outreach Specialist with the Regional Office of Education #17, and the Truancy Outreach Specialist has provided all appropriate and available supportive services and other school resources to the student, then the school and district may take the following actions:

- Assign appropriate disciplinary consequences, provided the student is a chronic or habitual truant, and provided further that a student shall not be recommended for expulsion unless the student has at least 15 unexcused absences.
- Refer the truancy issue to officials under the Juvenile Court Act; or
- Refer the truancy issue to the School Resource Officer or municipality where the school is located to issue the person having custody or control of the truant, chronic truant, or truant minor a citation, provided the school certifies at the time of the referral it has met its obligations with respect to meetings regarding homeless students and students with or believed to have a disability.

The required procedure of notifying the Regional Office of Education with an initial truancy petition will take place on the sixth offense, and a chronic truancy petition will be filed when the student has been truant 5% of the last 180 consecutive school days.

Chronic or habitual truants will be deemed to have withdrawn from enrollment after 15 consecutive unexcused absences, absent notice of exigent circumstances. The withdrawal is not considered to be disciplinary in nature and students withdrawn from enrollment may re-enroll following the District’s normal registration process at any time.

Unauthorized Skip Day

The District does not sanction or approve any unauthorized skip day by any group of students. Students known to be participating in such a skip day will be considered truant and held accountable as described above. Parents/guardians will need to verify the legitimacy of excused absences.

Arrival and Dismissal Times

The school day for early learning students begins at 7:45 AM for morning session and full day students and 11:45 AM for afternoon session students. Early learning students should arrive at school between 7:40-7:45 AM (morning session and full day students) and 11:40-11:45 AM (afternoon session students). Early learning morning session students are dismissed at 10:15 AM. Early learning afternoon session and full day students are dismissed at 2:15 PM.

The school day for elementary students begins at 7:45 AM. Elementary students should arrive at school after 7:25 AM unless other arrangements have been made with the principal or students are participating in supervised activities. There is no school supervision prior to 7:30 AM. Elementary students are dismissed at 2:30 PM.

The school day for Junior High students begins at 8:45 AM. Students are allowed to enter the building beginning at 8:25 AM unless other arrangements have been made with the principal or students are participating in supervised activities. Junior High students are dismissed at 3:45 PM.

The high school instructional day begins at 8:30 a.m., unless other arrangements have been approved by the principal or the student is participating in a supervised activity or Zero Hour class. High school students are dismissed at 3:30 p.m. Students enrolled in a Zero Hour class begin their school day at 7:30 a.m. All students may enter the building beginning at 7:15 a.m. each school day.

Arrival Procedure

All students must enter the building through the front doors or assigned entrances. After students arrive on school grounds, they must stay until the end of the scheduled day. Leaving school grounds without permission after arrival is not permitted and will result in consequences ranging from a verbal reprimand to suspension from school.

Tardiness to School and Class

All students are required to be on time to school and to each class. Tardiness to class is unexcused unless a student presents, upon arrival to class, a hall pass that indicates why the student was detained.

If a student is not in their assigned class at the appropriate time, the tardiness will be documented by the teacher. Teacher interventions may include student conferences, parent communication, classroom-level consequences, or administrative referrals.

Consequences for unexcused tardiness to school or class, including patterns of unexcused tardiness, shall be administered by a building administrator or designee.

Procedure for Arriving Late to School

1. If a student arrives after school begins, they must enter at the main entrance and check in at the main office before reporting to class.
2. The student will be given a hall pass that will admit them to class. If the student's tardiness is deemed unexcused, the student may be subject to disciplinary action(s).

Procedure for Leaving School Early

1. A parent or guardian can arrange in advance, whenever possible, for their child to check out before the usual dismissal time by calling the Attendance Line. For minors, a parent, guardian, or another designated individual must sign them out for any reason.
2. If a student's checkout time is during a class period, a notice may be delivered to the student prior to the checkout time. If the notice has not been delivered, it is the student's responsibility to check in the Main Office prior to leaving (Not applicable to elementary students).

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3. At the appropriate time, report to the main entrance and sign the Student Check-Out List. A copy of a student's Absent/Tardy notice will be kept in the office until their return to school. If a student returns to school the same day, the student must be signed back in before returning to classes.
4. If a student becomes ill or injured in school or during lunch, the School Nurse or one of the Assistant Principals must check the student out of school. Failure to check in or check out may result in disciplinary consequences.

A parent/guardian who takes their child out to lunch is required to follow the procedures mentioned above and sign the student out in the main office. Students leaving school early should exit the building through the main entrance.

Zero-Hour Absences (High School Students)

Frequent absences from an assigned Zero-hour class may result in removal from the class and placement in the equivalent class during the regular school day.

Prearranged Absences

Whenever a parent/guardian knows in advance that their student will be absent from school due to a family vacation, required court appearance, business interview, college visitation, or unavoidable circumstances not considered excused, the parent/guardian must contact the building's administration to request a Prearranged Absence. This should be done at least three days before your absence. Please note that pre-arranging an absence does not excuse absences that would otherwise be unexcused.

College Visitation

Parents/Guardians are to call the Attendance Line before the visit. College visitations for high school students will be considered excused when verification of student attendance is provided by the college. It is the responsibility of the student to plan regarding assignments from each teacher before the absence. Whenever possible, college visits should be scheduled during school holidays or Teacher Institute days.

Consistent Attendance

Student attendance at school is a large factor in the success students experience at school. The early years are a critical period in children's learning and development. Every child should be counted present every day. Being absent too many days from school can make it difficult for students to stay on track academically and maintain the momentum to graduate from high school to be college or career ready. Every day of school attendance matters for all students and their parents/guardians. It is crucial, therefore, that the implications of chronic absenteeism be understood and reviewed regularly.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with (excused) and without (unexcused) a "valid cause" and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student who is subject to compulsory attendance, but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

The District will follow its diagnostic procedures in [Board Policy 7.70, Attendance and Truancy](#), for identifying the cause(s) of a student's chronic absenteeism, including requesting documentation for absences and interviews with the student, the student's parent(s)/guardian(s), and staff members or other people who may have

information about the reasons for the student's attendance problem. Students who are excessively absent from school may be requested to provide documentation from a professional/medical source explaining the cause of the absences. Students with excessive absences will be subject to administrative consequences.

2.60 GRADING AND PROMOTION

Grades and report cards are accessible to parents/guardians through the Infinite Campus Parent Portal link on the Unit 5 website or school website and through the Parent Infinite Campus Mobile App. In addition, report cards are sent home with elementary students. If you do not have internet access, please contact the school, and your student's progress reports and report cards will be mailed to you. Parents/guardians are invited to contact the individual teachers and/or counselor regarding grades and report cards.

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 on age or any other social reason not related to academic performance.

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. Students who are absent from school for a valid cause (an excused absence) may make up missed homework in a reasonable timeframe.

2.80 HS EXEMPTION FROM PE REQUIREMENT [HS] REGULAR EDUCATION

To be excused from participation in physical education, a student must present an appropriate excuse from their parent/guardian or a person licensed under the Medical Practice Act (105 ILCS 5/27-6). 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.

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the following reasons:

1. Enrollment in a marching band program for credit;
2. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
3. 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
4. Enrollment in academic classes that are required for graduation from high school, if failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

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 their participation in the physical education course.

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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:

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 10.30.

2.80 K-8 EXEMPTION FROM PE REQUIREMENT [K-8] REGULAR EDUCATION

To be excused from participation in physical education, a student must present an appropriate excuse from their 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 their 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:

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

2.90 CREDIT FOR NON-DISTRICT EXPERIENCES, COURSE SUBSTITUTIONS, AND ACCELERATED PLACEMENT

A student may receive high school credit for successfully completing any of the listed courses or experiences, even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course, from an accredited institution.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school levels.
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program.
7. Credit earned in a Vocational Academy.

Guidelines for High School Non-District Experiences and Course Substitutions

- A student may take no more than six high school credits outside of Unit 5's course offerings.
- A student who has failed more than six high school credits may exceed the limit of six high school credits to recover credits to fulfill graduation requirements.
- High school credit may be earned during the school day only if approved in advance by the Building Principal or designee.
- A maximum of one high school credit (two classes) may be earned per semester unless approved in advance by the Building Principal or designee.
- A maximum of two high school credits may be earned during a single summer session unless approved in advance by the Building Principal or designee.
- The credit limitations apply only to a student enrolled full-time.

Substitutions for Required Courses

Vocational or technical education. 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.

Registered apprenticeship program.⁶ A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program listed by the school district. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the school district.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Accelerated Placement

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades. Accelerated placement includes, but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject, and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

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For each student who exceeds State standards in English language arts, mathematics, or science on a State assessment, the school district is required by State law to automatically enroll the student in the following school year in the next most rigorous level of advanced coursework offered by the high school as follows:

- A. A student who exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
- B. A Student who exceeds State standards in mathematics shall be automatically enrolled in the next most rigorous level of advanced coursework in mathematics.
- C. A student who exceeds State standards in science shall be automatically enrolled in the next most rigorous level of advanced coursework in science.

The school district provides the parents/guardians of a student eligible for automatic enrollment with the option to instead enroll in alternative coursework that better aligns with the student's postsecondary education or career goals.

2.100 HOME AND HOSPITAL INSTRUCTION

A student who is absent or whose physician, physician assistant, or licensed advanced practice registered nurse anticipates the student's absence from school for an extended period or on an intermittent basis 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 or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction under the following circumstances:

- (1) Before the birth of the child, when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that the student is medically unable to attend regular classroom instruction.
- (2) For up to 3 months after the child's birth or a miscarriage.
- (3) When a student must care for their ill child, if:
 - (a) The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and
 - (b) The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period; and
- (4) The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a healthcare provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate coursework and facilitate a student's return to school.

For more information on home or hospital instruction, contact your School Building Administration.

2.110 EARLY GRADUATION [HS]

Students who have successfully completed graduation requirements may petition to graduate early by contacting their school counselor. Class rank will be determined at the end of the semester, when the student graduates. A form, signed by the parent/guardian, must be submitted to the school counselor. Students graduating in December are invited to participate in the graduation rehearsal and the commencement ceremony.

2.120 HIGH SCHOOL GRADUATION REQUIREMENTS [HS]

1. Completing all State-mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.
3. Passing an examination on patriotism, principles of representative government, and proper use and display of the American flag.
4. Participating in the State assessment required for graduation.

State Mandated Graduation Requirements:

- (a) Four years of language arts.
- (b) Two years of writing-intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- (c) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content, and one of which may be an Advanced Placement computer science course.
- (d) For students entering high school through the 2023-24 school year, two years of science. For students entering high school beginning with the 2024-25 school year, two years of laboratory science.
- (e) Two years of social studies, of which at least one year must be history of the United States or a combination of the United States and American government. Within the two years of social studies requirement, one semester of civics is required.
- (f) One year chosen from (A) music, (B) art, (C) modern language, which shall be deemed to include American Sign Language, (D) career and technical education, or (E) forensic speech (speech and debate). A forensic speech course used to satisfy the course requirement for language arts may not be used to satisfy the course requirement under this subdivision (f).
- (g) One semester of health education.
- (h) Physical education classes.
- (i) A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America, the Constitution of the State of Illinois, and the proper use and display of the American flag.
- (j) Nine weeks of consumer education.
- (k) For students entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject, and which may be counted toward the fulfillment of other graduation requirements.

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The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

- (1) File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- (2) File a waiver indicating that the parent or guardian, or, if applicable, the student, understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement.

A school district must award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

UNIT 5 GRADUATION REQUIREMENTS

English	4.0
Math	3.0*
Science	2.0
Social studies	2.0
Physical education & health	3.5
Consumer education	0.5
Electives	9.0
Total	24.0

MATH

1.0 credit Algebra I content

1.0 Math credit can come from AP Computer Science Principles or AP Computer Science Java

*Must take one course with Geometry content.

SOCIAL STUDIES

1.0 credit U.S. History

0.5 credit Civics or AP U.S. Government & Politics.

Successful completion of the Constitution Test.

PHYSICAL EDUCATION AND HEALTH

Students are required to enroll in PE every semester they are in school, even if they have attained 3.5 credits. Unit 5 expects all students to participate in a Physical Education course that includes swimming content. Therefore, students who decide to take Driver's Education through a private company will be expected to register for WALA or Advanced Aquatics.

Students may graduate with less than 3.5 credits in Physical Education if they are approved for early graduation or if they qualify for an exemption under the Board of Education guidelines:

Substitutions for Physical Education

See Page 122 for Substitutions for Physical Education.

CONSUMER EDUCATION - STATE OF ILLINOIS REQUIREMENT

Successful completion of any of the following courses/programs fulfills the State Consumer Education requirement for high school graduation:

- Introduction to Business Course (9, 10) 2 semesters
- Consumer Education course (11, 12) 1 semester
- Work Program and Work Program Class (11, 12) 2 semesters
- Personal Investment & Finance course (11, 12) 1 semester
- Agribusiness Management course (11, 12) 2 semesters
- Consumer Math (9, 10, 11, 12) 2 semesters (for students with case manager)
- Vocations Class (11, 12) 2 semesters (for students with case managers)

For students first entering high school in the 2023-24 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject, and which may be counted toward the fulfillment of other graduation requirements.

The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

2.121 ASSISTANCE WITH FAFSA APPLICATION [HS]

The following individual(s) has/have been designated by the school to assist senior students with questions related to the Free Application for Federal Student Aid (known as FAFSA) or to refer senior students to other appropriate resources.

The school offers a variety of services aimed at helping senior students complete FAFSA paperwork, including the opportunity to receive help during the school day in completing the student's portion of the FAFSA application.

FAFSA Contact Person(s):

Please contact your school counselor.

2.130 COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS, AND PROGRAMS

Parents/guardians have the right to inspect all instructional materials used as a part of their child's educational curriculum pursuant to [Board Policy 7.15, Student and Family Privacy Rights](#). In addition, they also have the right to opt out of certain instruction, surveys, the dissection of animals, and drills, among others.

Parents/guardians who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board Policy should file a complaint using Board Policy 2.260 [Uniform Grievance Procedure](#).

Parents/guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a [Curriculum, Instructional Materials, or Programs Objection Form](#). A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing the Curriculum, Instructional Materials, or Programs Objection Form.

Exempting a child from using instructional material or refusing to allow a child to take or participate in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be a reason for disciplinary action or academic penalty to the student

CHAPTER 3: STUDENT FEES AND MEAL COSTS

3.10 FEES, FINES & CHARGES; WAIVERS OF STUDENT FEES

The District establishes school fees to be charged to students for the students' participation in the curricular program and extracurricular activities of the District, including but not limited to fees for instructional supplies, technology, and school activities. Students must also pay for the loss of or damage to schoolbooks or other school-owned materials. No fees are charged to students enrolled in District early learning programs, including Preschool for All and Preschool for All Expansion programs.

In order that no student is denied educational services or academic credit due to the inability of their parent(s) or guardian(s) to pay fees and fines, students who meet the eligibility criteria may receive a fee waiver (see [Board Policy 4.140, Waiver of Student Fees](#)). A fee waiver applies to all fees related to school, instruction, and co-curricular activities. Students receiving a waiver are not exempt from charges for damaged books, locks, materials, supplies, and equipment.

Eligibility Criteria

A student is eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.
2. The student's parent/guardian is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act.

Additional consideration will be given when one or more of the following factors are present:

- Illness in the family.
- Unusual expenses such as fire, flood, storm damage, etc.
- Unemployment.
- Emergency situations.
- When one or more of the parents/guardians are involved in a work stoppage.

Parents/guardians seeking a school fee and fine waiver based on income guidelines for the federal free meals program should complete the Meal Benefit Application, which can be accessed electronically on the Infinite Campus Parent Portal or the District's Food Service [Free & Reduced Meal Application webpage](#), or obtained at their child's school office. Parents/guardians seeking a school fee and fine waiver because they are veterans or active-duty military personnel with income at or below 200% of the federal poverty line should complete [Exhibit 4.140-E1, Application for Fee Waiver](#), and return it to their child's Building Principal along with documents that will verify the family's income.

Verification

The District will follow the verification requirements of the federal free meals program for a waiver based on a student's eligibility under the federal free meals program. Where a student is not eligible for a waiver under the federal free meals program, but eligible because the student's parents are veterans or active-duty military personnel with income at or below 200% of the federal poverty line, the District shall use a waiver process that is completely independent of the student's application for, eligibility for, or participation in the federal free meals

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program (see [Administrative Procedure 4.140-AP1, Fines, Fees, and Charges - Waiver of Student Fees](#)). In such cases, the District may require family income verification at the time an individual applies for a fee waiver and anytime thereafter, but not more often than once per school year. The Superintendent or designee shall not use any information from this independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a waiver is found to be no longer eligible during the school year, the District shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after receipt of a waiver request, the Building Principal or designee will inform the parent/guardian whether the fee waiver request has been approved or denied. A notice to the parents/guardians whenever a waiver request is denied. If denied, the notice shall include:

- (1) the reason for the denial,
- (2) the process and timelines for making an appeal, and
- (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change.

If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees. Questions regarding the fee waiver request process should be addressed to the Building Principal's office.

Hunger-Free Students' Bill of Rights Act

Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal to a student who requests one, regardless of whether the student has the ability to pay for the meal or owes money for earlier meals. Students may not be provided with an alternative meal, and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay or owes money for a meal.

3.15 VANDALISM

The school district will seek restitution from students and their parents/guardians for vandalism or other acts that cause damage to school property.

3.20 SCHOOL LUNCH PROGRAM

The District participates in the National School Lunch and School Breakfast Programs, which require that schools offer free or reduced-price meals to eligible children. All students may participate in the meal programs, but must meet certain criteria to qualify for free or reduced-price meals. Early Learning students are provided meals by the District without charge to the student. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability.

Eligibility

A student's eligibility for free and reduced-price food services is determined by the Federal Income Eligibility Guidelines, family-size income standards, revised annually by the U.S. Dept. of Agriculture for the 12-month period beginning July 1 and ending June 30 the following year, and distributed by the Illinois State Board of Education.

Eligibility for free and reduced-price meals is determined based on several factors. Children in households receiving benefits from Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and foster children who are under the legal responsibility of a foster care agency or court are

eligible for free meals regardless of household income. Children who are homeless, runaway, or migrant also qualify for free meals. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) participants may be eligible for free or reduced-price meals.

Children may also qualify for free or reduced-price meals based on household gross income, which takes into consideration the number of people living in the household and all forms of income. Households with incomes less than or equal to 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. More information about the Income Eligibility Guidelines can be found in the application link below.

Application

Parents/guardians who believe their children may qualify for free or reduced-price meals should complete the Meal Benefit Application, which can be accessed electronically on the Infinite Campus Parent Portal or the District's [Food Service Free & Reduced Meal Application webpage](#), or obtained at their child's school office. An application may be submitted at any time during the school year as circumstances change. Children having parents or guardians who become unemployed may be eligible for free or reduced-price meals during the period of unemployment, provided that the loss of income causes the household income during the period of unemployment to be within the eligibility criteria. An application for free or reduced-price benefits cannot be approved unless it contains all the following complete information:

1. For children who are members of currently certified SNAP or TANF households, applications may be submitted with the child's name and appropriate SNAP or TANF case number, or FDPIR case number, or other FDPIR identifier and signature of an adult household member; or
2. For households applying on the basis of income and household size, names of all household members; income received by each household member, identified by source of the income (such as earnings, wages, welfare, pensions, support payments, unemployment compensation, and social security and other cash income); the signature of an adult household member; and the last four digits of the social security number of the adult household member who signs the application or an indication that the adult does not possess a social security number.

Information provided on an application may be verified by the District at any time during the school year, following the verification requirements of the federal free meals program.

Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Dept of Agriculture in 7 C.F.R. §245.7, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent or designee shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

Students Qualifying for Free or Reduced Meals

Students who qualify for free meals do not need to deposit money for lunch. If your child wishes to purchase à la carte items, such as extra entrée, cookies, or bottled juice, you will need to deposit money for those items. The steps for payment are the same as described above.

Meal Program Account Information

Parents may enter electronic payments from the Food Service tab in the family portal. Instructions for entering lunch payments through Family Access are available at <http://www.unit5.org>. Online payments are processed in “real time” and a confirmation email will be sent when credit card payments are added to your account.

The McLean County Unit District 5 uses the family portal computerized point of sale system to track meal deposits and purchases. Each family will have a food service account. If you have children in elementary or high school, all family members’ purchases will be deducted from the same account. Deposits are made to one family account, and the price of each child’s lunch is subtracted from that account. Parents and guardians may view activity in their accounts through the family portal from the District webpage at <http://www.unit5.org>. Accounts are updated daily. Your head of household’s username will give you access to view payments and purchases as well as enter payments online. If you need a username and password, please contact the school office. If you would like separate lunch accounts for your children, please call the Food Service office at 309-557-4437. Once students have individual accounts, deposits must be sent separately for each student.

Please send deposits in an envelope listing the student's legal name, the head of household’s full name, and the amount to deposit into the family account. Envelopes are available in the cafeterias, and a drop box is located on the serving room door. Deposits in the drop box by 9:30 a.m. will be in your child’s account before lunch that same day. Checks should be made payable to McLean County Unit 5 Food Service. The meal costs for breakfast and lunch are posted on the menus at www.unit5.org. Please do not combine checks for anything else with your food service deposit. There will be no change given. Whatever you send will be deposited into your account. Any checks returned from the bank will be subtracted from the lunch account, and a \$25 fee will be charged for each returned check.

Please use the family portal to view your child’s account transactions. If you have any questions or concerns about your account, please call the food service office (309-557-4437) as soon as possible. Adjustments to accounts must be made within 10 days of the month’s end. If there is money left in the account at the end of the school year, the balance will be rolled over to the family account for the next school year. Parents/guardians leaving the District should send a letter to the Food Service Office requesting payment of the remaining balance. The District will refund balances that are over the cost of processing the refund check.

A La Carte Purchases

In addition to the standard lunch options, Junior High and High School students may choose to purchase à la carte items each day. Families are encouraged to discuss these options with their students and ensure that sufficient funds are available in their meal accounts. If you prefer to limit your child’s account to lunch purchases only and restrict à la carte items, please contact the Food Service Office at 309-557-4437.

CHAPTER 4: TRANSPORTATION & PARKING

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 administration.

Bus Assignment

- All bus riders must ride their assigned bus to and from school.
- Bus riders must get on and off the bus at their assigned loading point unless there is verified written permission from their parents or the Transportation Department.
- Bus riders having a friend ride the bus to or from school must have verified written permission from their parents, the building administration, and the Transportation Department.

Bus Service

- The driver's primary responsibility is to the road conditions and traffic for the safety of transporting the students. When the driver's attention is distracted by misconduct, everyone is put in jeopardy.
- The driver is not required to wait at any loading point; therefore, be ready to board the bus five (5) minutes ahead of your designated stop time.
- Bus service will be available if inclement weather causes early dismissal. See information under Section 2-Attendance and Promotion 'Emergency School Closings'.

4.15 Bus CONDUCT

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 expected to observe the following rules:

- 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.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.

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- 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.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- 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
- 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.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- 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.
- 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.
- Never run back to the bus, even if you dropped or forgot something.
- Students must scan their Bus ID when they board the bus and when they exit the bus.

Gross Misconduct

Gross disobedience or misconduct providing grounds for suspension from riding the school bus include:

- Violating any school rule or school district policy including Board Policy 7.190, Student Behavior.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of the bus driver's or other supervisor's directives.
- Such other behavior as deemed inappropriate by the administration.

Use of Video Cameras on School Buses

Video cameras may be used on school buses as necessary to monitor conduct and maintain a safe environment for students and employees. The content of the videotapes are student records and are subject to District policy and procedure concerning school student records. Only those people with a legitimate educational or administrative purpose may view the videotapes. In most instances, individuals with a legitimate educational or administrative purpose will be the Superintendent, Principal, transportation director, bus driver, and sponsor, coach, or other supervisor. If the content of a videotape becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

4.20 HS PARKING

Cars driven to school by high school students and parked anywhere on school grounds other than in the student parking lot will be subject to being towed without warning. This restriction applies to all students from 6:30 a.m. - 4:30 p.m. each school day. School disciplinary action can be taken against students who violate parking lot restrictions and/or trespass on private property.

1. Parking is authorized in the student parking lot only. Students may not park in or drive through the faculty parking lots. Students may never drive behind the school. Students may only enter the Student Parking lot at the "Entrance" (NCWHS north driveway or east driveway at NCHS) and may not enter through the "Exit."

2. Each vehicle must have a High School permit. Permits are available at registration. Juniors and Seniors will be given priority in the purchase of parking permits at registration in the fall. If more parking is available after registration, a lottery will be held for Sophomores. A fee is charged for each permit and that permit may only be used by the student who purchased it
3. Permits must be permanently affixed to the lower left corner of the front window.
4. Each permit is issued for a specific vehicle. If this vehicle is replaced, the permit may be transferred by completing the specified process for each building. If the permit is not reusable, bring the remnants to an administrator for a replacement. If it is not recoverable at all, parent/guardian should contact an administrator. Temporary permits may be arranged with an administrator for special circumstances.
5. Vehicles may not be parked in the driveways or driving aisles.
6. All traffic laws, including but not limited to reckless driving and posted signs must be obeyed. The speed limit is 10 M.P.H.
7. Vehicles parked or operated in violation of these regulations will be towed at the owner's expense and/or other disciplinary consequences that may also include a temporary or permanent loss of parking privileges.
8. Unit 5 cannot be responsible for any damage that may occur in the student parking lot. Please be sure that your personal automobile insurance coverage is sufficient.

Parking on campus is a privilege. Students who fail to comply with disciplinary and/or academic expectations may be revoked. A refund will not be available.

4.20 K-8 PARKING

Each school has visitor parking available. 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. Parents and guardians may drop off and pick up children in the designated drop-off lane at each school during the scheduled times.

4.30 PRIVATE TRANSPORTATION

Students may accept private transportation to or from school only as arranged by their parents/guardians. Parents may call the office regarding transportation arrangements with anyone other than an appropriate family member or a Unit 5 school bus.

4.40 BICYCLES

Bicycles may be parked in the bicycle racks located at each school. Bicycles should always be locked when unattended. Ride safely by observing the following practices:

- Obey all traffic signs and regulations.
- Stay to the right.
- Ride single file.
- Yield to motor vehicles and pedestrians.
- Signal your intentions.
- Do not ride bicycles near vehicles parked in the parking lot.

4.50 PEDESTRIANS

Students are expected to use sidewalks wherever available and to observe safety precautions when crossing streets.

4.60 TRANSPORTATION FOR SCHOOL ACTIVITIES

Students must utilize school transportation to and from all school activities for which transportation is provided. For these events, parents of the student may transport their student only if specific arrangements are made in advance with the activity sponsor. Transportation may not be provided in some instances. These instances would include, but not be limited to practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases, it will be the responsibility of the parent to arrange safe transportation.

4.70 COURSES MEETING AT BLOOMINGTON CAREER ACADEMY (BCA)

Several high school students have elective courses that meet only at the BCA. District transportation will be provided to and from the BCA each day except for the first session. Students participating in the first session will need to transport themselves to BCA. Unit 5 will provide return transportation from BCA to the home high school. Private transportation may be used with advanced written approval by an Assistant Principal. Students who violate this provision will be assigned administrative consequences.

In addition, students who enroll in BCA will be subject to a quarterly performance review that will consider student behavior, attendance, and performance, with the possibility of being moved out of BCA coursework due to concerns in these areas.

CHAPTER 5: HEALTH AND SAFETY

Health information, including a student's health record and health-related information, may only be released, transferred, disclosed, or otherwise disseminated in accordance with State and Federal law. Student health information may be shared with those District employees (i.e. teachers or other school personnel) who have a current, demonstrable, educational or administrative interest in the student, in furtherance of such interest. This information may be shared via written or electronic communication or by direct personal contact.

5.10 REQUIRED IMMUNIZATION, HEALTH, EYE & DENTAL EXAMINATION

All students are required under Illinois law to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health ("IDPH") (see [Certificate of Child Health Examination](#)) within one year prior to:

1. Entering Pre-kindergarten, 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. 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 the **FIRST DAY OF SCHOOL** 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 their 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 the **FIRST DAY OF SCHOOL**, the student must present, by the **FIRST DAY OF SCHOOL**, 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.

It is strongly recommended that you turn in these requirements by the walk in registration date each year either in person or by mailing it to the school.

Eye Examination

Parent(s)/guardian(s) are encouraged to have their children undergo an eye examination by an optometrist or ophthalmologist whenever health examinations are required ([State of Illinois Eye Examination Report](#)).

All students entering kindergarten or the school for the first time must present proof by the **FIRST DAY OF SCHOOL** of the current school year of an eye examination performed within one year. Failure to present proof by the **FIRST DAY OF SCHOOL** 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 the **FIRST DAY OF SCHOOL**. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

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 ([Proof of School Dental Examination Form](#)). 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. Religious grounds if the student's parent/guardian presents to the Building Principal a completed [Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations Form](#).
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Vision and Hearing Screenings

The Child Vision and Hearing Test Act requires vision and hearing screenings to be conducted at state-mandated grade levels. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and the report is on file at the school. This section of the student handbook constitutes notice to parents and guardians of students in the grades mandated for vision and hearing screenings. Vision and hearing screenings will be conducted for all students in the mandated grades unless the parent provides a written request that the student not be screened, or, in the case of vision screening, provides a current eye examination report.

5.20 STUDENT 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 a medication during school hours or school-related activities, the parent/guardian and healthcare provider with prescriptive authority must complete a [School Medication Authorization Form](#) requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen[®], an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed [School Medication Authorization Form](#) is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a

student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, [Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications](#).

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 Board Policy 7.270 and its implementing procedures. Nothing shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g.: EpiPen® and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian and licensed healthcare provider with prescriptive authority have completed and signed a *School Medication Authorization Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a *School Medication Authorization Form*. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an allergy emergency action plan; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, because of any injury arising from a student's self-administration of medication, including asthma medication, epinephrine injector, or medication required under a qualifying plan, or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the 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 asthma medication, an epinephrine injector, opioid antagonist, and/or medication, or the storage of any medication by school personnel.

District Supply of Undesignated Limited Over-the-Counter Medication

The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary, consistent with Board Policy 7.270, *Administering Medicines to Students*. This may include, but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, Orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy, it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Illinois Department of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

District Supply of Undesignated Glucagon

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions. When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the IL Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of their school or on their 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*, specifying the times when or the special circumstances under which the medical cannabis infused product must be administered.

After administering the product to the student, the designated caregiver shall immediately remove it from the 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.

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis infused product to a student who is a registered qualifying patient. Prior the administration of a medical cannabis infused product under this subsection, a school nurse or school administrator must annually complete a training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH.
2. A copy of the registry identification card is provided to the District, and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*, specifying the times at which or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must always be stored with the school nurse in a manner consistent with the storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.

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

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

Discipline of a student for being administered a product by a designated caregiver pursuant to this Board Policy 7.270 is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The School District Supply of Undesignated Limited Over-the-Counter Medication section of this Handbook and Board Policy 7.270 is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a standing order for undesignated limited over-the-counter medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's standing order for undesignated limited over-the-counter medication.

The School District Supply of Undesignated Asthma Medication section of this Handbook and Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This School District Supply of Undesignated Epinephrine Injectors section of this Handbook and Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1)

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obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of this Handbook and Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The School District Supply of Undesignated Glucagon section of this Handbook and Board Policy 7.270, and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The Administration of Medical Cannabis section of this Handbook and Board Policy 7.270 is void, and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

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

Disclaimers

The protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of undesignated medications. Board Policy 7.270 and this Student Handbook do not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

Failure to Follow Medication Procedures

Using or possessing any prescription or non-prescription medication without following [Board Policy 7.270, Administering Medications to Students](#), and its implementing procedures including failing to have a completed and signed School Medication Authorization Form, will be considered gross disobedience and misconduct subject to disciplinary action under [Board Policy 7.190, Student Behavior](#), and may be reported to appropriate law enforcement agencies. This includes, but is not limited to, giving other students medications not prescribed for them or taking improper doses of medication.

Medical Procedures at School

If a student must have a medical procedure performed at school to protect their health and well-being, a "Request for Authorized School Personnel to Perform a Medical Procedure" form must be on file at the school. The form must be filled out and signed by the health care provider and signed by the parent/guardian.

Reasonable accommodations will be made by Unit 5 schools to ensure a student receives a free and appropriate education in the least restrictive environment. To prevent educational interruption, procedures performed at school are limited to those requested by the parent and which the licensed health care prescriber (physician,

dentist, podiatrist, physician's assistant, or advanced practice nurse) certifies cannot be scheduled outside school hours without risk to the health and safety of the student.

No district employee shall perform a medical procedure for any student or supervise a student performing their own medical procedure until a completed and signed "Request for Authorized School Personnel to Perform a Medical Procedure" form is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except certified school nurses, shall not be required to perform a medical procedure.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including performing a medical procedure.

School Nurse

The primary function of the school nurse is to promote student health and safety and maintain student records. If a student becomes ill or injured at school when the nurse is not present, another school official will provide care. Please contact the nurse at your child's school at any time you have questions or concerns. This handbook is not intended to be all-inclusive. Students will be excluded from school for any health condition that, in the professional, clinical judgment of the Certified School Nurse, places that student or others in the school community at a health or safety risk. Certified School Nurses utilize Evidence-Based Practice and collaboration with healthcare professionals and organizations to make decisions best for the students and school community.

PROCEDURES:

Please note that the procedures for reporting to the nurse may vary between buildings and grade levels. Be sure to follow the specific guidelines set for your school and grade to ensure proper reporting and care. If you're unsure of the procedures, ask your teacher or school staff for clarification.

1. If you become ill or injured during the school day, report to the Nurse's Office.
2. Sign in and out of the Nurse's Office on the sign-in sheet on the nurse's desk.
3. If it is necessary for you to be excused from school, the nurse will contact your parent/guardian and will write an Absent/Tardy Notice. Do not call/text your parent/guardian before reporting to the nurse.
4. Except in the case of an emergency, no treatment except first aid will be given by the nurse. If additional treatment is required, the nurse will contact the parent/guardian to make appropriate arrangements.
5. If the school nurse is not available, you are to report directly to the Main Office.

Illness or Accidents at School

All accidents and illnesses that occur at school or at a school function should be reported to the office.

If a student is injured at school or during a school activity, the parent/guardian's health insurance company should be contacted for coverage. The District maintains catastrophic accident insurance coverage for eligible students who sustain an accidental injury while participating in school-sponsored or school-supervised interscholastic athletic events sanctioned by the IHSA that result in medical expenses in excess of \$50,000.

The District also maintains a low-cost student accident policy that is available to all students for purchase. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices.

Additionally, the State of Illinois All Kids health insurance program is available to all children in the state, regardless of income level. This program provides health insurance for children, which includes accident insurance. Information about the All-Kids program can be found at:

<https://hfs.illinois.gov/medicalprograms/allkids.html>.

Emergency Contact Information

Emergency contact information will be maintained for all students and should be filled out during the registration process. It is important to have the name and phone number of a person other than the parent/guardian to call in case of a school emergency when parents cannot be reached. Please contact your school office if any changes in this emergency information occur during the school year.

Disability Insurance

Persons with a disability of either a temporary or permanent nature may receive help by request through the nurse, counselors, or administrators.

5.30 HS GUIDANCE & COUNSELING

Each secondary building has school counselors available to assist students who require additional assistance. Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to no more than eight 90-minute sessions. Counselors will assist students in several areas including the following:

- Personal/Social - peer relationships, communication, and decision-making.
- Educational – study habits, homework, student/teacher relationships, grades, course selection.
- Vocational – career information and exploration, interests, abilities, career planning, and training opportunities.
- Testing – achievement, ability, and aptitude.

Students will be assigned a particular school counselor; however, students can request to talk to the counselor of their choice. The services of a school psychologist and school social worker are also available through the Counseling Office.

5.30 K-8 GUIDANCE & COUNSELING

The District provides a guidance and counseling program for students. School counselors are available to those students who require additional assistance. Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to no more than eight 90-minute sessions.

5.40 SAFETY DRILL PROCEDURES AND CONDUCT

Safety drills will occur at times established by the Superintendent or designee. 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 school evacuation drills,
- One bus evacuation drill,
- One severe weather and shelter-in-place drill, and
- One law enforcement lockdown drill to address a school shooting incident.

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 may not be preceded by a warning to the students.

5.50 COMMUNICABLE DISEASE

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases. See the IDPH [Communicable Disease School Nurse Guidance](#) and [IDPH School Health Listing of 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.

Common Reasons for Exclusion from School

Students may be excluded from school for health-related reasons, including but not limited to the following:

- A fever within the last 24 hours of 100° F or higher without the use of fever reducing medications such as ibuprofen (Motrin) or acetaminophen (Tylenol).
- Vomiting or diarrhea occurring within the last 24 hours.
- A persistent or disruptive cough or other symptoms of an acute respiratory infection.
- Any contagious illness such as strep throat that requires antibiotic treatment. Once a student has been fever free without use of fever-reducing medications and on antibiotics for at least 24 hours, they may return to school.
- Any undiagnosed skin rash. A student with a rash may return to school with a physician, physician assistant, or advanced practice registered nurse note stating the rash is not contagious.
- Significant lethargy or fatigue that interferes with participation in learning activities.
- Any other health condition which in the professional, clinical judgment of the Certified School Nurse, poses a health or safety risk to the student or others. In the absence of the Certified School Nurse, this determination may be made by the Building Principal or their designee.

5.60 HEAD LICE

The school will observe recommendations of the Illinois Department of Public Health and Centers for Disease Control and Prevention regarding head lice. Head lice can be a nuisance but they have not been shown to spread disease. The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.

1. Parents are encouraged to notify the school nurse if they suspect their child has head lice.
2. A student who displays signs or symptoms of a possible head lice infestation will be sent to the school nurse or building administrator for a head check.
3. The school nurse will notify the parent/guardian of the student if live lice and/or nits are found and provide information on treatment options. Students with head lice do not need to be sent home early

from school; they can go home at the end of the day. Treatment is required before a student may return to school.

4. A student excluded because of head lice will be permitted to return to school after treatment if the school nurse or building administrator has determined the child to be free of an active infestation. A parent/guardian must accompany the student for the initial head check.
5. The nurse will complete a follow up head check 7-10 days after treatment.

5.65 BED BUGS

The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the adverse health effects of bed bugs and spread of disease. [Administrative Procedure 7.250-AP1, Bed Bug Protocol](#), will be followed to provide a healthy, pest-free environment.

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 School 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 School 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 to ensure a safe and caring learning environment for all.

Safe2Help Illinois

Safe2Help Illinois offers students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety. This program is not intended to suspend, expel, or punish students. Rather, the goal is to get students to "Seek Help Before Harm."

Call: 844-4-SAFEIL | Text: SAFE2 (72332) | Email: HELP@Safe2HelpIL.com

Additionally, resources are available by calling the National Suicide Prevention Lifeline by dialing 988 or through the Crisis Text Line by Texting HOME to 741741 to connect with a Crisis Counselor.

Building Security

For the safety of our students, Unit 5 has adopted a closed-building concept. All exterior doors are locked except for the front doors outside the office.

No students should be in the building during non-school hours without direct supervision from a staff member and/or coach/sponsor. Students should not be using school equipment or accessing any spaces (indoor and outdoor school property) and such access may result in school discipline and/or law enforcement involvement.

Reunification Sites

In the event an evacuation and relocation from school is necessary, Eastview Christian Church will likely be designated as the reunification sites for all Unit 5 schools.

5.80 STUDENTS WHO ARE PARENTS, EXPECTANT PARENTS, OR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or other service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan. An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Associate Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Article 26A Resource Person

Please contact your school counselor.

Title IX Coordinator, Nondiscrimination Coordinator, and Complaint Manager

M. Curt Richardson
1809 West Hovey Ave.
Normal, IL 61761
richardmc@unit5.org
(309) 557-4082

Complaint Managers:

Dr. Kristal Shelvin
1809 West Hovey Ave.
Normal, IL 61761
shelvik@unit5.org
(309) 557-4035

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Dr. Brandon Caffey
1809 West Hovey Ave.
Normal, IL 61761
caffeyb@unit5.org
(309) 557-4027

Heather Rogers
1809 West Hovey Ave.
Normal, IL 61761
rogersh@unit5.org
(309) 557-4026

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager

CHAPTER 6: DISCIPLINE AND CONDUCT

6.10 GENERAL BUILDING CONDUCT

Each Unit 5 school aims to create a positive environment that supports students' social and academic growth. Schools focus on explicitly teaching and encouraging expected behaviors through social-emotional learning and programs that promote positive conduct. Social emotional learning helps students develop essential life skills such as emotional regulation, empathy, responsible decision-making, and effective problem-solving. These skills support student development and help decrease the likelihood of behavioral challenges. School staff, like principals, teachers, and counselors are responsible for addressing behavior issues using clear, proactive strategies.

These plans should be shared with students and families to work together on solutions. Schools, families, and the community share the job of promoting good behavior. Whenever possible, the district will focus on positive discipline approaches instead of punishment. Students are expected to follow district rules and will receive fair consequences when necessary. Each situation will be carefully reviewed to determine the most appropriate response, which may include disciplinary action, supportive interventions, restorative practices, or a combination of these approaches. Discipline will always be applied fairly and with each student's situation in mind.

A student, except for students enrolled in our early childhood/preschool programs, may be expelled only by the Board of Education on recommendation of the Superintendent for gross disobedience or misconduct. Expulsion shall take place only after the parents or guardians have been requested to appear with a hearing officer to discuss their child's behavior. Such request shall be made by registered or certified mail and shall state the time, place, and purpose of the meeting. If the Board's decision is to expel the student, the reasons for dismissal and the date on which the expulsion is to become effective will be stated.

As stated in Public Act 100-0105, public and private early childhood/preschool programs are prohibited from expelling young children (ages 0-5) from their program because of the child's behavior. The goal of Public Act 100-105 is to ensure that early childhood programs engage in best practices in their disciplinary actions by prohibiting the use of expulsions due to child behavior. Planned transitions, after documented attempts to address the child's needs, are not considered expulsions. The bill also puts in place a system to track transitions, providing data to better understand the issue and identify the need for additional resources.

6.20 SCHOOL DRESS CODE & 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, locs, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

- 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.
- Coats and sunglasses may not be worn in the building during the school day.

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- No head coverings are allowed that obscure the view of the student's face. Interpretation and enforcement of this rule are up to the administration's discretion.
- Hair styles, dress, and accessories (scarves/headbands) that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Metal studs, chains longer than jewelry, and any other objects that may be used as weapons or that may be hazardous to persons or property are specifically prohibited.
- Clothing that fails to adequately cover the body, or that is torn or altered in an explicit or suggestive manner, will not be permitted. Shirts, blouses, and tops that are not tucked in must be long enough to cover the midsection when the student is in a standing or sitting position. Pants or shorts must be worn at the waist.
- Appropriate footwear must always be worn. Slippers, onesies, and shoes with wheels are prohibited.
- If there is any doubt about dress and appearance, the building administration will make the final decision.
- A 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 to discipline.

If students have any questions regarding the acceptability of a particular item of clothing, check with the building administration before wearing the item to school. First-time offenders will be required to correct the violation before returning to class. A detention may be assigned for flagrant first offenses or any subsequent offenses. Class time missed due to inappropriate clothing may be made up as a detention or In-School Suspension. Persistent violations will be handled as willful insubordination, and a disciplinary consequence may be assigned.

6.30 STUDENT BEHAVIOR

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, e-cigarettes, vapes, vape pens, or other vaping related products.
2. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale 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, bartering, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish and medical cannabis unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270).
 - 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 medication when not prescribed for the student by a physician or licensed practitioner, when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions, or without following the procedures for student

medication outlined below and in [Board Policy 7.270, Administering Medicines to Students](#), including without limitation failing to have a completed and signed “School Medication Authorization Form” on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. Violations of this paragraph may be reported to appropriate law enforcement agencies. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is being administered a medical cannabis infused product as authorized under *Ashley’s Law* and Board Policy 2.270. Any non-prescription medication without following Board Policy 7.270 and its implementing procedures.

- e. Any non-prescription medication without following [Board Policy 7.270, Administering Medicines to Students](#), and its implementing procedures.
- f. 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.
- g. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including, without limitation, pure caffeine in tablet or powdered form.
- h. “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, or 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.
- i. Drug paraphernalia, including vapes or devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a knife, a “weapon”, as that term is defined in the *Weapons* section of Board [Policy 7.190, Student Behavior](#), or a look-alike weapon, or violating the *Weapons* section of Board Policy 7.190.
- 5. Using or possessing an electronic mobile device including but not limited to a cellular phone or watch, video or audio recording device, personal digital assistant (PDA), digital or mp3 player, laptop, netbook, iPad, tablet, smart watch, smart or AI glasses (e.g. Meta or XReal One Pro), or other similar electronic device in any manner that disrupts the educational environment or violates the rights of others,

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including using the devices to take photographs or video in locker rooms or bathrooms, cheat, eavesdrop (e.g. secretly recording a conversation), or otherwise violate student conduct rules.

Students are allowed to possess and use electronic mobile devices, provided they do not cause a disruption, and are not used or heard during instructional time unless:

- a. The supervising teacher grants permission for educational purposes;
 - b. Use of the device is provided in a student's 504 plan or individualized education program (IEP); or
 - c. It is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.
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 District 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, or wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including, without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.
12. Teen dating violence, as described in [Board Policy 7.185, Teen Dating Violence Prohibited](#).
13. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or 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 (such as calling 911), signaling or setting off alarms or signals indicating the presence of an emergency, or

indicating the presence of a bomb or explosive device on school grounds, a school bus, or at any school activity.

16. Being absent without a recognized excuse; State law and Board Policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public-school fraternity, sorority, or secret society, by:
 - (a) being a member.
 - (b) promising to join.
 - (c) pledging to become a member; or
 - (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related 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. 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 with the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that: interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations where the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; or d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions, supports, and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose a disciplinary consequence.

A student will not be disciplined or punished because a parent or guardian decides not to give their child medication or does not agree to medication being prescribed. Decisions about psychotropic or psychostimulant medications are a family and medical decision and will not be used by the school as a reason for discipline.

The goals and objectives of this policy are to provide effective discipline practices that:

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- (1) Ensure the safety and dignity of students and staff.
- (2) Maintain a positive, weapons-free, and drug-free learning environment.
- (3) Keep school property and the property of others secure.
- (4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
- (5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

Parents/guardians are encouraged to review District expectations with their student(s) at the beginning of each school year. This Student Handbook shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

When and Where Conduct Rules Apply

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

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

Aiding / Abetting

Any student found to be either directly or indirectly involved in aiding, abetting, or assisting other student(s) found to be in violation of the student conduct code will be subject to disciplinary consequences ranging from verbal warning to expulsion.

Language and Gestures

Students are always responsible for their language and gestures. Profane or obscene language is always unacceptable. Students responsible for improper language and gestures directed toward any teacher, staff member, or student are to be reported to the appropriate Assistant Principal immediately for appropriate disciplinary action. Students will be subject to disciplinary consequences for using obscene or otherwise offensive language or gestures toward a staff member. Disciplinary consequences will also be assigned for incidents not directed toward a staff member.

Hall Pass

Junior High and High School students are required to have an appropriate Hall Pass when not in their assigned classroom. Students who are in unauthorized possession of one or more passes will be subject to school disciplinary action for theft and/or possession of stolen property. Any student who forges or is involved in forging a pass will be subject to school disciplinary consequences.

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. Lunch detention.
8. Before-school and after-school detentions provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the referring teacher, the Building Principal, or designee.
9. Community service with local public and nonprofit agencies that enhance community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
10. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this handbook or school disciplinary rules.
11. Suspension of bus riding privileges in accordance with [Board Policy 7.220, Bus Conduct](#).
12. Out-of-school suspension from school and all school activities in accordance with [Board Policy 7.200, Suspension Procedures](#). A student who has suspended is prohibited from being on school grounds and at school activities during the period of suspension.
13. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with [Board Policy 7.210, Expulsion Procedures](#). A student who has been expelled is prohibited from being on school grounds and at school activities during the period of expulsion.
14. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and/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 and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

Corporal punishment is prohibited. Corporal punishment is a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halting the offense, preventing its recurrence, or setting an example for others.

Public Act 100-105 took effect on January 1, 2018, with the goal of promoting best practices in early childhood discipline by prohibiting suspensions and expulsions due to child behavior. Instead, planned

transitions—implemented only after documented efforts to address a child’s needs—are not considered expulsions. Furthermore, significant racial and gender disparities persist, with young boys of color disproportionately subjected to suspensions and expulsions. These troubling patterns require urgent action from the early childhood and education sectors to prevent, drastically reduce, and ultimately eliminate exclusionary discipline, ensuring that all young children experience safe and supportive early learning environments.

In-School Suspension

An administrator may assign an In-School Suspension as a consequence for inappropriate behavior choices. Students will be supervised in the school by an administrator, teacher, or teaching assistant during the In-School Suspension. Teachers will supply classroom work/activities, and the students will work on assignments throughout the day.

Out-of-School Suspension

Out-of-school suspensions shall be in accordance with [Board Policy 7.200, Suspension Procedures](#). If a student is suspended from school for gross disobedience or misconduct, he or she will be sent home for a specified period of time. During the period of suspension, the student may not be on school grounds and may not attend or participate in any school activities. A suspension ends when the student is readmitted to classes.

Credit will be given for classroom work missed due to suspension from school only if completed assignments are submitted within a period not to exceed the length of the suspension, up to a maximum of three (3) days. Assignments given before the period of suspension will be given credit if submitted upon a student’s return to school.

Expulsion from School

Expulsions from school shall be in accordance with [Board Policy 7.210, Expulsion Procedures](#). Students who engage in gross disobedience or misconduct may be expelled from school for a definite time not to exceed two calendar years. During the period of expulsion, the student may not be on school grounds and may not attend or participate in any school activities.

- ***No early childhood student may be expelled. Planned transitions to settings that are able to better meet a child’s needs are not considered an expulsion.***

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall not be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 IL Admin. Code 1.280, 1.285), and the District’s procedure(s).

Weapons

A student who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school shall be expelled for at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. Ammunition.

3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, Billy Club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
4. A look-alike firearm, or
5. Any other object, if used or attempted to be used to cause bodily harm.

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

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

Students should report suspected possession or use of such items to any counselor, teacher, or administrator. Arrangements to bring such items to school for classroom demonstrations must be made in advance with one of the building administrators.

Gang And Gang Activity

For purposes of this handbook, a gang is defined as any group, club, or organization of two or more persons whose purposes include the commission of illegal acts. A student shall not engage in gang-related activity on or about school property, at any school-sponsored activity, or at any time when the student's conduct is reasonably related to school or school activities. Prohibited conduct includes, but is not limited to:

- (1) Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, symbols, paraphernalia, or other items that reasonably may be regarded as gang-related
- (2) Engaging in any act, omission, verbal or nonverbal communication, gesture, sign, or handshake that reasonably demonstrates gang membership or affiliation.
- (3) Using speech or engaging in conduct in furtherance of the interests of any gang or gang activity, including soliciting or recruiting others for gang membership.
- (4) Requesting or demanding protection, money, or other items of value, or intimidating, harassing, or threatening any person in connection with gang activity.
- (5) Committing any illegal act or violation of Board policy in furtherance of gang activity; or
- (6) Inciting, encouraging, or assisting others to engage in acts of physical violence against any person.

Reengagement 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, or other extended absence related to a disciplinary action, and shall include an opportunity for students who have been suspended to complete or make up missed work for equivalent academic credit.

Transition to Another Program [EARLY CHILDHOOD]

When persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program; including observations of initial and

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ongoing challenging behaviors, strategies for remediation and intervention plans to address the behaviors, and communication with the parent or legal guardian, including participation of the parent or legal guardian in planning and decision-making.

The early childhood program shall, with parental or legal guardian consent as required, utilize a range of community resources, if available and deemed necessary, including, but not limited to, developmental screenings, referrals under the Individuals with Disabilities Education Act, and consultation with infant and early childhood mental health consultants and the child's health care provider. The program shall document attempts to engage these resources, including parent or legal guardian participation and consent attempted and obtained. Communication with the parent or legal guardian shall take place in a culturally and linguistically competent manner.

If there is documented evidence that all available interventions and supports recommended by a qualified professional have been exhausted and the program determines in its professional judgment that transitioning a child to another program is necessary for the well-being of the child or their peers and staff, with parent or legal guardian permission, both the current and pending programs shall create a transition plan designed to ensure continuity of services and the comprehensive development of the child. Communication with parents/guardians shall occur in a culturally and linguistically competent manner.

Obstruction of an Investigation

Students who willfully obstruct the investigation of a school official by withholding information in response to direct questions or by giving information known to be false present a potential danger to student and staff safety will be subject to a disciplinary consequence.

Delegation of Authority

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

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

Student Handbook Updates

The Superintendent or designee, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District's student disciplinary philosophy, disciplinary policies, and rules, shall be posted on the district and school websites after July 1st.

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 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 orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homelessness, or actual or potential marital status or parental 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:

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 District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

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

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

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes: (1) 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. (2) 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 and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

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.

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 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.

Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Manager:

M. Curt Richardson
1809 W. Hovey Ave, Normal IL 61761
Email: richardmc@unit5.org
Telephone: (309) 557-4082

Complaint Managers:

Dr. Kristal Shelvin
1809 W. Hovey Ave, Normal IL 61761
Email: shelvik@unit5.org
Telephone: (309) 557-4035

Dr. Brandon Caffey
1809 West Hovey Ave.
Normal, IL 61761
Email: caffeyb@unit5.org
Telephone: (309) 557-4027

Heather Rogers
1809 W. Hovey Ave, Normal IL 61761
Email: rogersh@unit5.org
Telephone: (309) 557-4041

4. Consistent with federal and State laws and rules governing student privacy rights, the parent(s)/guardian(s) of 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. 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 by the school within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received, and taking into consideration additional relevant information received during the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator, or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or their 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, knowingly making a false accusation or providing knowingly 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.

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9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. 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 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 evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the *Board policies*, including, without limitation, the following:
 - a. 2.260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2.265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sex discrimination in violation of Title IX of the Education Amendments of 1972.
 - c. 2.270, *Discrimination and Harassment based on Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment based on race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - 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 in 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 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 and Junior High Schools*. This policy prohibits students from, and provides consequences for: (i) 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 (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

13. The Superintendent or designee will report all individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying, to the parents or legal guardians of those involved under the guidelines provided in paragraph (4) of this definition.

6.42 DISCRIMINATION ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED

Discrimination and harassment based on race, color, or national origin 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 based on 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

Examples of conduct that may constitute discrimination based on 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 based on 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 incidents 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](#).

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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 Department 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/> 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 because 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 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/guardian, 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.

6.45 SEXUAL HARASSMENT & TEEN DATING VIOLENCE PROHIBITED

Harassment Prohibited

No person, including a school district employee, 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, threatening 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 (Title IX)

Sexual harassment, as defined in Title IX (Title IX Sexual Harassment), is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct based on an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District's [Title IX Sexual Harassment Grievance Procedure](#) is located on the District website. The District's Title IX Coordinator is:

Title IX Coordinator, Nondiscrimination Coordinator, and Complaint Manager:

M. Curt Richardson

1809 W. Hovey Ave, Normal IL 61761

Email: richardmc@unit5.org

Telephone: (309) 557-4082

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 incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

All complaints will be investigated by the District in accordance with state and federal law and corresponding District policies.

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/guardian, 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 HS CAFETERIA RULES [HS-CLOSED LUNCH]

Students may not leave campus during lunch, except with permission granted by the administration or authorized staff. During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until the lunch tone rings, at which point they shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch.

Cafeteria Rules:

- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food or drinks.
- Students shall not trade food.
- Vending machines are provided for student convenience. Students shall not misuse, abuse, attempt to dismantle, or cheat the machine, and must wait in line to use the machines. Students may not save spots in line, cut in line, or otherwise cheat or intimidate their way into line.
- Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
- Students shall not leave the cafeteria until after the appropriate tone rings or are otherwise directed by staff.
- Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

Deliveries

Outside deliveries for students are not allowed. Office personnel will not accept or be responsible for deliveries of outside items such as food, gifts, flowers, balloons, etc., to students.

6.50 K-8 CAFETERIA RULES [K-8]

- Students should not save seats for other students.
- Students shall walk to lunch and should be orderly and quiet during lunch.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons, or other items.
- Students shall not trade food.
- Students shall follow the instructions of lunchroom supervisors and show proper respect toward all cafeteria personnel.
- Students shall remain seated in the cafeteria except to return to the lunch line or return trays.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

Deliveries

Outside deliveries for students are not allowed. Office personnel will not accept or be responsible for deliveries of outside items such as food, gifts, flowers, balloons, etc., to students.

6.60 FIELD TRIPS

Field trips are a privilege for students. Students must abide by all school policies during transportation and 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. Permission to attend school field trips must be on file in the school office.

Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from the parent/guardian or teacher.
- Behavioral or safety concerns.
- Denial of permission from the administration.
- Other reasons, as determined by the school.

6.70 ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

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. During the investigation, the student may be required to share the reported content to make a factual determination. School officials may not request or require a student or their 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.

6.80 STUDENT USE OF ELECTRONIC DEVICES

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.

School officials may investigate or require a student to cooperate in an investigation if there is specific information about an incident that violates a school disciplinary rule or policy on the student's social networking account. During 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.

CHAPTER 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 includes 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, Chromebooks, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic networks must be: (a) for educational or research purposes, 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 administrator will make all decisions regarding whether a user has violated these procedures and may deny, revoke, or suspend access at any time. Their decision is final.

Unacceptable Use

The user is responsible for their actions and activities involving the electronic networks. Some examples of unacceptable uses are:

- Using the electronic networks for any illegal activity, including violating copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law.
- Using the electronic networks to engage in conduct prohibited by Board Policy.
- Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware.
- Unauthorized use of personal removable media devices (such as flash or thumb drives);
- Downloading of copyrighted material for purposes other than personal use.
- Using the electronic networks for private financial or commercial gain.
- Wastefully using resources, such as file space.
- Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means.
- 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.
- Using another user's account or password.
- Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator.
- Posting or sending material authored or created by another without their consent.
- Posting or sending anonymous messages.

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- Creating or forwarding chain letters, spam, or other unsolicited messages.
- Using the electronic networks for commercial or private advertising.
- Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material.
- Misrepresenting the user's identity or the identity of others; and
- Using the electronic networks 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:

- Be polite. Do not become abusive in messages to others.
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- Do not reveal personal information, including students' or colleagues' addresses or telephone numbers.
- 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.
- Do not use the networks in any way that would disrupt their use by other users.
- 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 a building administrator. 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 the cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism

Vandalism will result in the 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 re-publishing text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

- 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.
- 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.
- 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.
- The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both the parent/guardian and the 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 educational tool.

- 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.
- 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.
- 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 email messages transmitted to external recipients.
- 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.
- 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 requires users to avoid unacceptable uses, such as those detailed in this procedure. 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.

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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.

Receipt and Acknowledgement of [Administrative Procedure 6.235-AP1, Student Acceptable Use of Electronic Networks](#), is required before access to Electronic Networks is granted. Parents/guardians must acknowledge receipt and understanding of *Administrative Procedure 6.235-AP1, Student Acceptable Use of Electronic Networks*, and the District's 1:1 Laptop Agreement during the online registration process.

Online Privacy Statement

The District respects the privacy of all website visitors to the extent permitted by law. This *Online Privacy Statement* is intended to inform you of how this website collects information, the uses to which that information will be put, and how we will protect any information you choose to provide us. There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

While ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. During such monitoring, these programs may detect information such as email headers, addresses from network packets, and other information. Information from these activities is used only to maintain the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site does not attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your Web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If cookies are not desired, they can be turned off in the browser settings, or the browser can be configured to prompt before accepting new cookies. Please note that some website features may not function correctly if cookies are disabled. Unless otherwise stated on the site, cookies are used solely for the purposes described, and no additional data is stored in them. Cookies remain on the user's computer; they are neither stored on the website's servers nor shared with external parties. Cookies are not used to track activity across different websites and are not exchanged with other organizations.

Information Voluntarily Provided by You

While using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page or the system administrator with questions or concerns about the use of personally identifiable information.

While no system can guarantee security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Websites

District websites provide links to other Internet sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. External sites are not bound by this *Online Privacy Statement*; they may have their own policies or none. Often, you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well. Please email your questions or concerns to the System Administrator.

7.10 E1 STUDENT AUTHORIZATION FOR ACCESS TO THE DISTRICT'S ELECTRONIC NETWORKS

Letter to Parents & Guardians: Student Acceptable Use for Electronic Networks

McLean County Unit District No. 5

1809 West Hovey Avenue

Normal, IL 61761-4339

Office of the Superintendent

Phone: 309.557.4400 | Fax: 309.557.4501 | E-mail: district@unit5.org

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this Authorization for Access to the District's Electronic Networks once while the student is enrolled in the School District.

The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions.

Authorization for Access to the District's Electronic Networks Form:

Students must have a parent/guardian read and agree to the following before being granted unsupervised access:

All use of the electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this Authorization form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the Acceptable Use of the District's Electronic Networks with my child. I hereby request that my child be allowed access to the District's electronic networks, including the Internet.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature _____

Date: _____

Student Authorization of Acceptable Use of Electronic Network

Exhibit

Students must also read and agree to the following before being granted unsupervised access:

User Signature of Agreement:

I understand and will abide by the above *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

User Name (Please Print): _____

User Signature: _____

Date: _____

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High School 1:1 Laptop Program Agreement

In addition to the provisions of the McLean County Unit District No. 5 *Student Acceptable Use of Electronic Networks Policy* and *Administrative Procedures* (6.235 of the district's Policy Manual), each of the following conditions applies to students participating in the 1:1 Laptop Program.

1. Students will bring their Chromebooks to school each school day with the batteries fully charged
2. Students will keep their Chromebooks in a secure location when not using them.
3. Use of a protective Chromebook bag or case is recommended. Cases must fit an 11.6-inch or larger Chromebook computer.
4. Students will keep their Chromebooks clean. Stickers or other items are not to be attached to the Chromebook.
5. Students should back up any personal data placed on the laptop in the event of a hardware/software failure or scheduled maintenance, as Unit 5 is not liable for this content.
6. Students must immediately report all malfunctions, damage, or loss of a Chromebook to a classroom teacher, administrator, or school office personnel.
7. Students are to use their Chromebooks during the school day only for school-related purposes.
8. Unit 5 is the sole owner of the Chromebook and all school software.
9. Unit 5 staff may, at any time, review, modify, or remove any data that is found on the Chromebook.
10. Passwords issued to students are to be kept private and not disclosed to anyone other than a parent/guardian.
11. Parents will be responsible for monitoring student use of the Chromebook outside of the school day.

Student Name (print)

As the parent or guardian of this student, I have read and agree to the provisions and conditions of this agreement. I understand that it is impossible for Unit 5 to restrict access to all controversial or inappropriate materials, and I will not hold the school responsible for materials acquired at school or at home. I understand that any violations of the above provisions by this student may result in disciplinary action.

Parent/Guardian Name (print)

Parent/Guardian Signature

Date

7.20 GUIDELINES FOR STUDENT DISTRIBUTION OF NON-SCHOOL SPONSORED PUBLICATIONS

Non-School-Sponsored Publications Accessed or Distributed on Campus

A student or group of students seeking to distribute more than ten (10) paper copies of the same material, or to post or distribute approved materials electronically (e.g., online postings, social media postings, flyers, posters), on one or more days, 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 determined 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. It is reasonably viewed as promoting illegal drug use.
 - e. It 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, if the material to be distributed or accessed is primarily prepared by students; or
 - f. 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.

7.25 GUIDELINES FOR SCHOOL-SPONSORED PUBLICATIONS, PRODUCTIONS, AND WEBSITES [HS]

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act, school board policies, and the student/parent handbook. Student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or another relevant group.
2. Produce media based upon professional standards of accuracy, objectivity, and fairness.
3. Review material to improve sentence structure, grammar, spelling, and punctuation.
4. Check and verify all facts and the accuracy of all quotations.
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene.
2. Constitutes an unwanted invasion of privacy.
3. Violates Federal or State law, including the Constitutional rights of third parties; or
4. Incites students to (a) commit an unlawful act; (b) violate any school district policy; or (c) materially and substantially disrupt the orderly operations of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Building Principal and/or student media advisers may review, edit, and delete such media material before publication or distribution of the media.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the School, District, or an expression of Board Policy.

7.30 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, 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 the 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. It is reasonably viewed as promoting illegal drug use;
5. It 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, if the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or 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) 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 Illinois State Board of Education, to take several actions to protect online student data.

Depending upon the 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, and student ID number
- Demographic information
- Enrollment information

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- 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 prior permission from 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, video, audio, or voice generation technology, to violate school rules, district policies, or the rights of others. This includes, but is not limited to, the creation, possession, sharing, or distribution of AI-generated content that is inappropriate, harmful, or disruptive to the school environment, using AI devices to take photographs or video in locker rooms or bathrooms, cheat, eavesdrop (e.g. secretly recording a conversation), or otherwise violate student conduct rules.

Prohibited uses specifically include generating or disseminating pornographic, sexually explicit, or otherwise inappropriate images, videos, or audio, whether real or fabricated, particularly when such content depicts or

references students, staff, or members of the school community. The use of AI to alter, manipulate, or fabricate images or recordings of individuals in a sexualized, misleading, or harassing manner is strictly prohibited. AI generated pornography of students may be considered child pornography and subject to criminal prosecution by law enforcement.

Any misuse of AI that results in harassment, bullying, defamation, invasion of privacy, or disruption to the educational environment will be subject to disciplinary action in accordance with the student code of conduct and applicable laws.

To ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

CHAPTER 8: SEARCH AND SEIZURE

8.10 SEARCH AND SEIZURE

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” include school resource 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 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 using 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, etc.) when there is reasonable grounds for suspecting that the search will produce evidence the 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 the objective of the search and not excessively intrusive, considering the student’s age and gender, and the nature of the infraction.

When feasible, the search should be conducted as follows:

- Outside the view of others, including students.
- In the presence of a school administrator or adult witness.
- By an employee holding a professional educator license or a school resource officer whose gender aligns with that of the student.

Immediately following a search, a written report shall be made by the school authority that conducted the search and given to the Director of Safety and Security. The student’s parents/guardians shall be notified of the search as soon as possible.

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 a Student 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 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.

CHAPTER 9: EXTRACURRICULAR AND ATHLETIC ACTIVITIES

The District considers its student members of the Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) sanctioned teams and extracurricular activities to be representatives of the school. Participation in extracurricular activities, including but not limited to clubs and interscholastic teams, is a privilege. Because these students represent our school, the standard of student conduct is necessarily high and without exception.

Extracurricular activities include all school-sponsored clubs, organizations, activities, and athletics programs conducted outside the regular instructional day. Interscholastic athletic activities are governed by the rules and regulations of IHSA or IESA, as applicable.

It is the policy of the District that any student engaging in gross disobedience or misconduct — including, but not limited to, the possession or use of alcoholic beverages, drugs, vapes, or look-alike substances; or engaging in illegal or inappropriate behavior that reflects poorly on the District and its educational philosophy and objectives — will be subject to appropriate disciplinary sanctions. These may include, but are not limited to, suspension from the team or club in which the student is currently participating. The disciplinary sanctions and/or suspension will be announced at a conference attended by the principal or designee, team coach or club sponsor, Assistant Principal or designee, student, parent/guardian, student's counselor, and the Athletic Director as appropriate.

This Extracurricular and Athletic Activities Code of Conduct applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

School Clubs and Organizations

Students are strongly encouraged to become involved in school activities. In general, clubs and organizations meet before or after school. Information related to membership and participation requirements will be provided through school announcements and posted within the school and/or on approved online platforms.

Requirements for Participation in Interscholastic Athletics

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity (including try-out):

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or a physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's [Preparticipation Physical Examination Form](#).
2. A permission slip for the specific athletic activity in which the student intends to participate, signed by the student's parent/guardian as part of the SNAP online registration process.
3. Proof that the student is covered by medical insurance. The student must have purchased the student accident insurance or have on file in the Athletic Director's office a form that verifies adequate coverage by a family or group policy. It is understood that the District does not assume financial responsibility for accidents incurred in athletics. It should also be clarified that complete coverage by any single policy is highly improbable; therefore, the policy covering any student-athlete should be fully understood prior to participation. There is a special insurance rider, in addition to student accident insurance, available to cover football players (purchase optional).

4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
5. Signed documentation showing the athlete and their parents received this Extracurricular and Athletic Activities Code of Conduct and understand and agree to abide by its terms and conditions.
6. Signed documentation agreeing to comply with the District's policies and procedures on student athletic concussions and head injuries.

IESA / IHSA

Eligibility for most junior high athletes is also governed by the rules of the Illinois Elementary School Association IESA. Eligibility for most high school athletics is governed by the Illinois High School Association (IHSA). If applicable, these rules will apply in addition to Unit 5's Athletic Code of Conduct. In the case of a conflict between IESA, IHSA, and this Athletic Code, the most stringent rule will be enforced.

Academic Eligibility

Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches.

Eligibility will be determined for all students who are involved in extracurricular and athletic activities. To be eligible to participate in extracurricular and athletic activities, a student must be doing passing work in at least five (5) classes (25 class hours) per week. Any student failing to meet academic requirements will be suspended from the sport or activity for seven (7) calendar days or until all academic requirements are met, whichever is longer.

If a student-athlete is academically ineligible for four (4) consecutive weeks during their season or academically ineligible for six (6) weeks throughout the season, the head coach and athletic director may remove the student-athlete from the team.

Any student who does not pass at least five (5) classes during a semester will be ineligible to participate in extracurricular and athletic activities the following semester.

Procedure for Ineligible Student

Students declared academically ineligible will not participate in athletic contests. They may be required to practice, required to study at school during practice time, or not allowed to remain at school during practice time. Ineligible students may not dress in uniform for athletic contests; however, they may sit on the bench. An administrator may also require an ineligible student to stay in school when an away game requires an early release from school.

ABSENCE FROM SCHOOL ON DAY OF ACTIVITY

Athletes must be in attendance for the last half of the school day (last 4 periods) to be eligible to participate in any extracurricular or athletic activity on that day, unless the student is absent due to an excused absence, including a mental health day. If a pattern of absence is observed, the student may be withheld from after-school activities at the discretion of the school administration. A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension.

Athletic Travel

Students must utilize school transportation to and from all extracurricular athletic activities for which transportation is provided, unless permission is given by the coach or activities sponsor to ride home with a parent/guardian or an individual authorized in advance by a parent/guardian to provide transportation. Parents/guardians may designate with the athletic director adult individuals who are authorized to provide transportation home from athletic activities. Transportation may not be provided in some instances. These instances could include, but are not limited to: practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases, it will be the responsibility of the parent to arrange safe transportation.

9.10 EXTRACURRICULAR AND ATHLETIC ACTIVITIES CODE OF CONDUCT

This Code of Conduct applies to all extracurricular and athletic activities and is always in effect, including during the school year, weekends, vacations, and holidays. The Code applies to conduct occurring on or off school grounds, whether the conduct occurs at school, at a school-sponsored activity, or in any other location.

Applicability of this Code begins with a student's first tryout or practice in any interscholastic athletic activity and continues through the completion of the student's athletic eligibility in all sports. This Code does not contain a complete list of inappropriate behaviors. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. A student may be excluded from extracurricular or athletic activities while the school is investigating the student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline, including policies and procedures on student behavior.
2. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.
3. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
4. Ingest, use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine in any form, or any drug, controlled substance, marijuana, THC, cannabis product, or drug paraphernalia, whether natural, synthetic, legal, or illegal, including but not limited to vaping devices, edibles, concentrates, or similar products.
5. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance-enhancing drugs or chemicals) or paraphernalia.
6. Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look-alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet.
7. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors.
8. Act in an unsportsmanlike manner.
9. Violate any criminal law, including but not limited to assault, battery, arson, theft, gambling, eavesdropping, vandalism, and reckless driving.

10. Violate the written rules for the extracurricular or athletic activity as provided by the sponsor or head coach.
11. Behave in a manner that disrupts or adversely affects the group or school.
12. Be insubordinate or disrespectful toward the activity's sponsors or the team's coaching staff; or
13. Haze or bully other students.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of their willingness to participate. Bullying includes cyber-bullying (bullying using technology or any electronic communication) and means any 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 detrimental effect on the student's or students' physical or mental health.
3. Interfering with the student's or students' academic performance; or
4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatening or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

DUE PROCESS PROCEDURES

Students who are accused of violating the Code of Conduct are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges.
4. The student may provide any additional information they wish for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, sanctions will be imposed on the student as follows:
 - a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all extracurricular or athletic activities for one of the time periods described below:
 - A specified period or percentage of performances, activities, or competitions.
 - The remainder of the season or for the next season; or
 - The remainder of the student's school career.
 - b. Sanctions for alcohol and other drug violations, including tobacco, nicotine in any form, mood-altering or performance-enhancing drugs, products composed purely of caffeine in a loose powdered form, paraphernalia, or any other illegal substance, will be based on the following:

First violation

A violation will be considered a first violation if 365 days have passed since the student's previous violation.

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of one-fifth ($\frac{1}{5}$) of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty may be reduced if the student is enrolled in a school-approved alcohol or drug counseling program.
- Attend a party, gathering, or other event, or ride in a vehicle, where alcoholic beverages and/or controlled substances are being consumed or possessed by minors, when the student's presence or involvement is substantiated by credible evidence, including but not limited to law-enforcement reports, citations, police narratives, or other reliable documentation (e.g., admissions, photos, videos, witness statements): A suspension of one-sixth ($\frac{1}{6}$) of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school), and finish the season in good standing.

Second violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of two-fifths ($\frac{2}{5}$) of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. To participate again in any extracurricular or athletic activity, the student must successfully participate in and complete a school-approved alcohol or drug counseling program (Certified Alcohol and Drug Counselor) and follow all recommendations from that program.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one-third ($\frac{1}{3}$) of the season and all extracurricular group performances, activities, or competitions during this period.
- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension from extracurricular or athletic activities for 365 days. To participate again in any extracurricular or athletic activity, the student must successfully participate in and complete a school-approved alcohol or drug counseling program and follow all recommendations from that program.

- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension from all remaining performances, activities, or competitions for the remainder of the season.
7. The appropriate administrator will make a written report of their decision and rationale. The student may appeal the decision to the Principal or Principal's designee.

All students remain subject to all the School District's policies and the school's student/parent handbook.

Coaches may develop additional rules for their respective sports, including conduct expectations. All rules must be approved by the athletic office prior to being shared with student-athletes or parents. Once approved, they will be communicated both verbally and in writing and kept on file in the Athletic Director's office.

The student-athlete agrees to care for and be responsible for school equipment issued and used. Necessary restitution must be made whenever loss or damage is the student-athlete's responsibility.

The student-athlete agrees to comply with all rules and regulations established by the Illinois High School Association and the Student Handbook.

A season begins on the first day of practice and continues through the team's final competition. To be eligible for an award, a student-athlete must complete the entire season in good standing, including fulfilling any consequences for athletic code violations, if applicable.

Modification of Athletic or Team Uniform

Students may request to modify their athletic or team uniform to align with their religious beliefs, cultural values, or personal modesty preferences. All modifications must be approved in advance by the athletic office.

9.20 ATTENDANCE AT SCHOOL SPONSORED DANCES

Attendance at school-sponsored dances is a privilege. Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. A guest must be "age appropriate," defined as at least freshmen in high school and under the age of 21. Students and guests must present their student ID or photo ID to be admitted to dances.

For Homecoming and Prom dances at the high schools, students may invite ONE guest and must complete the "Guest Permission Form" and have it approved by one of the Assistant Principals in advance. Only pre-registered guests with photo ID will be admitted to these dances. This may apply at other dances as determined by building administration.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

Good Night Rule

Once a student leaves a school activity (dances, sporting events, etc.) they will not be readmitted to the activity and must leave the school grounds. Violators will be subject to arrest for loitering or trespassing.

9.30 STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act, [Board Policy 7.305, Student Concussions and Head Injuries](#), all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, [Administrative Procedure 7.305-AP2, Concussion Care Protocol - Return-to-Learn and Return-to-Play](#).

CHAPTER 10: SPECIAL EDUCATION

10.10 EDUCATION OF CHILDREN WITH DISABILITIES

It is the intent of the District to ensure that students with disabilities 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. The school intends 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: Director of Special Education: (309)557-4400

10.20 DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with children with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The 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 (“IDEA”) and the Illinois State Board of Education’s rules when disciplining a child with a disability as defined under IDEA. No child with a disability shall be expelled if the child’s particular act of gross disobedience or misconduct is a manifestation of their disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of their disability may be expelled pursuant to the expulsion procedures.

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.

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. The student (a) is in grades 3-12, (b) their 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. The student (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.

10.40 CERTIFICATE OF HIGH SCHOOL

A student with a disability who has an Individualized Education Program providing for 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 their high school graduation class.

10.50 REQUEST TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL ED 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 as provided in [Administrative Procedure 6.210-AP2, Access to Classrooms and Personnel](#). 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 school 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: Director of Special Education: (309)557-4400

CHAPTER 11: STUDENT RECORDS & PRIVACY

11.10 STUDENT PRIVACY PROTECTIONS

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 the 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 a 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 exercises 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 obtained from the Superintendent's office or 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 buses) 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 an access request.** The degree of access a student has to their 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 to and rights to copy both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) they wish to inspect. Within 10 business days, the building principal

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will make access arrangements 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill their 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,² 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; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; 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:
 1. Name
 2. Grade level
 3. Birth date
 4. Parent/guardian names and electronic mail addresses
 5. 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
 6. Academic awards, degrees, and honors
 7. Information in relation to school-sponsored activities, organizations, and athletics
 8. Major field of study
 9. 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, institutions of higher learning, and the Illinois Student Assistance Commission 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, email addresses, and telephone numbers, unless the student's parent/guardian, or a 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. Similarly, State law requires a secondary school to provide to military recruiters, public institutions of higher education, and the Illinois Student Assistance Commission access to the same types of information, in addition to a secondary student's birth date, unless the student's parent/guardian submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such information not be released. If you wish to opt your child out of the release of this information so that it is not released without your prior written consent, notify the building principal where your student is enrolled for further instructions. Students age 18 and older may also opt out by contacting the building principal for further instructions

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 characteristics, such as a fingerprint, voice recognition, or retinal scan.

11.40 MILITARY RECRUITERS & INSTITUTIONS OF HIGHER LEARNING [HS]

Periodically, military recruiters and institutions of higher learning, including in conjunction with the Illinois Student Assistance Commission (ISAC), will be given access to some of the following information: the names, addresses, telephone numbers, email addresses, and dates of birth of secondary students. This information is used for recruiting purposes and/or to inform students of educational and career opportunities. Parents/guardians who do not wish to have their child's information to be released (or students age 18 and older who do not want their information released) must complete the appropriate opt-out section during Online Registration.

CHAPTER 12: PARENTAL RIGHTS & NOTIFICATIONS

12.10 TEACHER QUALIFICATIONS

Parents/guardians may request information about the qualifications of their child'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; and
- Whether any instructional aides or paraprofessionals provide services to your child 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 students in grades 6–8 will participate in the Illinois Assessment of Readiness (IAR) assessment during the March/April testing window. In addition, high school students will participate in state-required assessments, including the ACT and the SECURE9 and SECURE10 assessments, which serve as college and career readiness pre-assessments aligned to the ACT.

Parents 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 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 the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize to students 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; and
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 by law, or when a homeless child changes their 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 living are eligible to attend.

12.40 FAMILY LIFE & SEX EDUCATION CLASSES

A sample of the District's instructional materials and course outline for family life instructional materials are available from the classroom teacher for parent/guardian inspection.

No student is required to take or participate in the following classes or courses, and no disciplinary or academic penalty exists for refusing to take or participate in such a course or program.

- Family life (emotional, psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence).
- AIDS, including in grades 6 through 12, its prevention, transmission and spread.
- Comprehensive Personal Health and Safety and Sexual Health Education Program NSES Standards.
- Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10.
- CPR, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization.
- How to use an AED.

Nothing in this Section prohibits instruction in sanitation, hygiene, or traditional courses in biology.

If you do not want your child to participate in these classes or courses, please complete the [Curriculum, Instructional Materials, or Programs Objection Form](#).

12.60 ENGLISH LEARNERS

The District 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; and (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 Language Learners program, contact the Director of Multilingual Services at the District office (309) 557-4039.

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 the Director of Operations for the District.

Notification for those on the list will be given before application of the pesticide. Prior notice is not required if there is an imminent threat to health or property.

12.90 MANDATED REPORTERS

All school personnel, including teachers and administrators, are required by law to immediately report 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 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 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 their child's progress.
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 - they are 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 always remain under the direct supervision of a school official 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>

12.120 SEX OFFENDER & VIOLENT 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 Illinois State Police's website. The Illinois State Police website contains the following:

- Illinois Sex Offender Registry on the Illinois State Police's website, <https://isp.illinois.gov/Sor>
- Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website, <https://isp.illinois.gov/MVOAY/Disclaimer>
- Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

12.130 PARENT NOTICES REQUIRED BY EVERY STUDENT SUCCEEDS ACT

I. Teacher Qualifications

A parent/guardian may request, and the District will provide promptly, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

1. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. The teacher is teaching under an emergency or other provisional status.
3. The teacher is teaching in the field of the discipline of the certification of the teacher.
4. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District require 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 aggregate 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. When available, this information will be placed on the District's website.

IV. 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.

V. Student Privacy

Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105

VI. 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. For additional information, see handbook procedure 12.60.

VII. Homeless Students

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For information on supports and services available to homeless students, see handbook procedure 12:30. For further information on any of the above matters, please contact the building principal.

12.140 ASBESTOS MANAGEMENT PLANS

In accordance with the Asbestos Hazard Emergency Response Act, Unit 5 has developed and submitted an asbestos management plan for each Unit 5 school. Copies of a school's management plan are available at the administrative office of the school district and at the school's office. These management plans are available for your inspection during normal business hours, Monday through Friday, and during other times by special arrangement.

CHAPTER 13: ACADEMIC INFORMATION – [HS]

13.10 GENERAL REGULATIONS

- All students are required to be enrolled in a minimum of six courses. An exception will be made for 5th-year seniors.
- A student is required to take a minimum of 6 credit-bearing courses and may choose to take a 7th course for credit.
- Students who enroll in a Zero-hour class are expected to leave after the 7th hour and will provide their own transportation.
- Middle School Modern language and math courses (Algebra I and higher) will be documented on transcripts and will meet prerequisites. Middle school courses do not earn high school credit and will not be counted towards GPA or NCAA admissions requirements.
- The following breakdown will be used to determine a student's grade to start the school year:
 - o Sophomore – 2nd year of high school, and a minimum of 5 credits required
 - o Junior – 3rd year of high school, and a minimum of 11 credits required
 - o Senior – 4th year of high school, and a minimum of 17 credits required
- The following breakdown will be used to determine a student's grade after the first semester. Students may request a status change for the second semester:
 - o Sophomore – 2nd year of high school, and a minimum of 8 credits required
 - o Junior – 3rd year of high school, and a minimum of 13 credits required
 - o Senior – 4th year of high school and is anticipated to meet graduation requirements by July 31.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

- File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- File a waiver indicating that the parent or guardian, or if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and their parent or guardian any support or assistance necessary to comply with this requirement.

A school district must award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, their parent or guardian in filing an application or a waiver.

13.20 WEIGHTED GRADE SYSTEM

Unit District No. 5 utilizes a weighted grade system for determining grade point average. To indicate the weight of a class, the following symbols are placed behind the course title.

Standard Level		A= 4	B= 3	C= 2	D= 1	F=0
Honors Level	H	A= 5	B= 4	C= 3	D= 2	F=0
Advanced Placement	AP	A= 5	B= 4	C= 3	D= 2	F=0
Dual Credit Level	DC	A= 5	B= 4	C= 3	D= 2	F=0
Dual Credit Career Technical Education	CTE	A= 5	B= 4	C= 3	D= 2	F=0

13.30 COURSE SELECTION

All students, eighth grade through eleventh, are expected to select courses during the second semester for classes offered the following year.

The decision to take a course is an important one. Students should carefully consider their educational and career goals and develop a program of study to work toward those goals. Counselors will help students plan their programs. Parents are encouraged to be involved with their students during the course selection process. Students should choose elective courses that will meet the requirements for admission to the college, training, programs, or vocation for which they wish to qualify.

An email will be sent to all parents in mid-March to check course verification in Infinite Campus. Changes to course requests must be completed with consent from the school counselor by the end of the last school day prior to spring break.

Course request verification information will be sent electronically to parents/guardians each March. Changes to course requests must be completed by Spring Break. No changes will be allowed after that time except for the following reasons only:

1. Successful completion of credit recovery courses. Students must have prior written approval from a school counselor and associate principal before enrolling in a course.
2. Changes for Seniors that are necessary to meet graduation requirements.
3. Failure to meet the course prerequisite if requested by the student/parent.
4. Driver Education changes for students placed in the wrong semester because of age or course failures.
5. Missing a requirement for university admissions. Students will need to produce documentation from the university stating that a specific course is needed for admission.
6. Drop a yearlong class that has been failed 1st semester and add a 2nd semester class.
7. Students enrolled in a study hall may choose to enroll in a class in the first 5 days of a semester.
8. Parent/guardian notification regarding a change in a student's auto-enrollment level.

Changes for Second Semester

Once first semester has begun, students may request one schedule change for second semester under the following parameters:

1. Drop a class and move to a higher-weighted course.

2. Drop a yearlong class that has been failed and pick up a semester class (Office Approval/Interventions for success must be completed).
3. Students currently enrolled in study hall second semester may enroll in second-semester class.

Dropping a Course

Students enrolled in seven courses may drop an elective course within the first four full weeks of the semester. Students enrolled in seven courses may drop an elective course for a study hall within the first four weeks of the semester.

Level Changes

Students enrolled in a course where multiple levels of the course exist and who are receiving a D/F may request a level change **within the first four (4) weeks of the semester**. To request a change, students must complete a Level Change form that shows the interventions/resources utilized that were unsuccessful in the present course, before a level change will be approved by the school administration. For year-long courses, a level change request for the second semester must be submitted within the first week of 2nd semester.

Off-Campus Learning Courses

A student enrolled in an off campus learning course may receive high school credit for work completed, provided:

1. The course is given by an accredited institution and approved in advance by the Building Principal or designee.
2. The student assumes all financial responsibility.

Off-campus learning courses may be taken during the school day for district-supported credit recovery. The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average and eligibility for athletic and extracurricular activities.

Note – College-level courses that are taken while a student is enrolled in high school may not be recognized for college credit by some post-secondary institutions.

Dual Credit Course

A student who successfully completes a dual credit course may receive credit at both the college and high school levels.

Summer School

A student who has successfully completed eighth grade may receive high school credit for successfully completing any course provided:

1. The course is given by an accredited institution and approved in advance by the high school Building Principal or designee.
2. The student assumes all financial responsibility.

The summer school course grade will not count toward Unit 5 grade point average (GPA),

13.40 MODERN LANGUAGE COURSES

A student will receive high school credit by studying a modern language in an approved ethnic school program, provided such a program meets the minimum standards established by the State Board of Education. (An ethnic school is a part-time, private school that teaches the modern language, as well as the culture, geography, history, and other aspects of a particular ethnic group.)

The amount of credit will be based on modern language proficiency achieved. The high school Building Principal or designee may require a student seeking modern language credit to successfully complete a modern language proficiency examination. The student assumes all financial responsibility.

13.50 BLENDED LEARNING COURSES

Unit 5 offers high school courses in a blended format. A blended course combines traditional instruction on required attendance days (face-to-face instruction within a classroom) with teaching and learning activities that happen virtually on flex days. Students in 1st hour blended courses may arrive on campus after 1st hour on their flex days, and students in 8th hour blended courses may leave campus after their 7th hour course. Students in 2nd – 7th hour blended courses can report to one of the common spaces designated for blended learning students or can scan out of the building on flex days. Students in blended learning courses are expected to maintain a minimum course grade of a 'C'. If a student's grade falls below a 'C', the student will be required to be in the classroom with the teacher on flex days.

Unit 5 offers blended courses that would be very similar to college courses in that a significant amount of the coursework is to be completed outside of class time. The purpose is to expose students to a flexible schedule to help them transition to college or the workplace. Organization, communication skills, and self-advocacy are also required of students in blended courses. Teachers are prepared to assist students in the development of these skills through the supports and scaffolds they will provide to students in blended classrooms. Teachers will indicate, before each week, the days on which students will report to the classroom (required attendance days) and the days on which students have the flexibility to work outside of the classroom (flex days). Courses offered as Blended Learning are noted with BL on the course code list and within the course description pages. Students interested in taking a blended class should select the designated course code during course selection. Some courses are only offered in a blended fashion. Students can attend class daily as the teacher is required to be in the classroom.

13.60 RE-ENTERING STUDENTS

Individuals younger than 21 years old may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in *Board Policy 7.50*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other non-formal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the U.S. Commission on Accreditation of Service Experiences

The provisions in the section Credit for Non-District Experiences, above, apply to the receipt of credit for any Non-District course.

13.70 INCOMPLETE WORK

All incomplete work must be made up by the last day of each semester unless special arrangements have been made with the Assistant Principal and your teacher. It is the student's responsibility to contact the Assistant Principal. Work not made up will be considered a failure, and the semester grade will be computed accordingly.

13.80 SEMESTER EXAMINATIONS

1. Any students who are truant, or otherwise unexcused, from a semester exam will receive a zero (0) for the exam. Semester grades will be averaged accordingly.
2. Students unable to attend school for any reason will be required to complete semester exams. If a student is absent from an exam, arrangements must be made by the student to make up that exam. Exams should be taken by dates established for submission of semester grades.
3. Prearranged absences from semester exams will be granted only in extreme cases and only by the appropriate Associate Principal. Students with prearranged absences may take their semester exams early, but no more than one week prior to semester exams.
4. If a prearranged absence is not approved and a student still chooses to leave, the absence will be treated as a truancy.
5. All absences, excused or unexcused, must be approved by school administration.
6. Any special or unusual circumstances should be submitted to the school administration for consideration.
7. Students who have a study hall period may be excused with prior approval, provided a permission form is completed by the parent/guardian.

13.90 FINAL EXAM POLICY

Any student with an “A” average in a class on the last day of the semester will be exempt from the semester final exam in that class.

13.100 HONOR ROLL

The High School publishes a school-wide Honor Roll at the end of each semester. Students with a GPA of 3.6 or greater will qualify for the Honor Roll. Only courses in which a student is enrolled at NCHS / NCWHS will be considered. Weighted grades will be used in determining eligibility for Honor Roll.

13.110 SEAL OF BILITERACY

Unit 5 Schools will offer both the Seal and Commendation to graduates. Students will qualify by showing proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, and Japanese.

The portfolio option will be available for students who would like to qualify for the Seal or Commendation in Telugu, Tamil, or Arabic.

Students will need to ‘declare’ their intent to pursue the Seal of Biliteracy recognition to their counselor. Students will have to provide evidence of assessment scores to counselors (AP test or results of portfolio assessment). A Counselor or Counselors will verify that students met college readiness benchmarks for ACT as well as the benchmark score for the additional/second/home language.

Students will qualify through demonstrating proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, Japanese, as well as meeting the college readiness benchmarks for the ACT or, for students who are English Learners, by meeting the Illinois proficiency criteria on ACCESS 2.0. These criteria are set by the State of Illinois and are as follows: To qualify for the Seal of Biliteracy, students must score a 4 on the AP language exam. To earn the Commendation, students must score a 3 on the AP language exam in the target language. To demonstrate proficiency in English, students must achieve proficiency as set by ISBE on the ACT. English Learner students who are working toward the Seal may also use an overall ACCESS score of 4.8 achieved during high school. The district will recognize students who earn the Commendation or the Seal by affixing the Seal or Commendation to the student’s transcript and diploma.

13.120 NCAA APPROVED CORE COURSES

Currently, the NCAA for athletic eligibility at the college level accepts the specified core courses. The information is listed as found on the clearinghouse website. Potential Division I and Division II athletes need to carefully check the information as the requirements vary slightly for Division I and Division II. Generally, a student will need at least 16 core classes in the following areas: English, Mathematics, Social Science, Natural or Physical Science, and Foreign Language. For additional assistance, talk to your counselor, coach, and athletic director or visit the NCAA Clearinghouse website at www.ncaaclearinghouse.net. Unit 5 does not make the eligibility determination nor determine the classes that will count toward the core requirement.

13.130 COMMENCEMENT

Commencement is a formal academic ceremony marking the conclusion of the high school experience. Graduates who have completed all requirements are eligible to participate in Commencement. Participation is voluntary and not required. The established attire is the standard black cap and gown and stoles provided for National Honor Society members and chords to designate magna or summa cum laude. Summa Cum Laude and Magna Cum Laude designations will be awarded based on GPA.

Summa Cum Laude designation: 4.1+ GPA

Magna Cum Laude designation: 3.85 – 4.099 GPA

13.140 NATIONAL HONOR SOCIETY

Eligibility for the National Honor Society is based on four criteria: scholarship, leadership, service, and character. NHS is not a purely scholastic honorary organization. To be academically eligible for membership, a student must be a second-semester junior or a first-semester senior and must have a grade point average of at least 3.7 on a 4.0 scale. The student must also have participated actively in ten school-sponsored and/or community-related activities during high school. The student must have held at least two positions of leadership, either elected or appointed.

Students who meet these criteria will then be evaluated by the entire faculty based on character. A council of five faculty members appointed by the principal will make the final selection of members from eligible candidates. These requirements are in accordance with the guidelines established by the National Constitution of the organization.



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year: 2026-2027

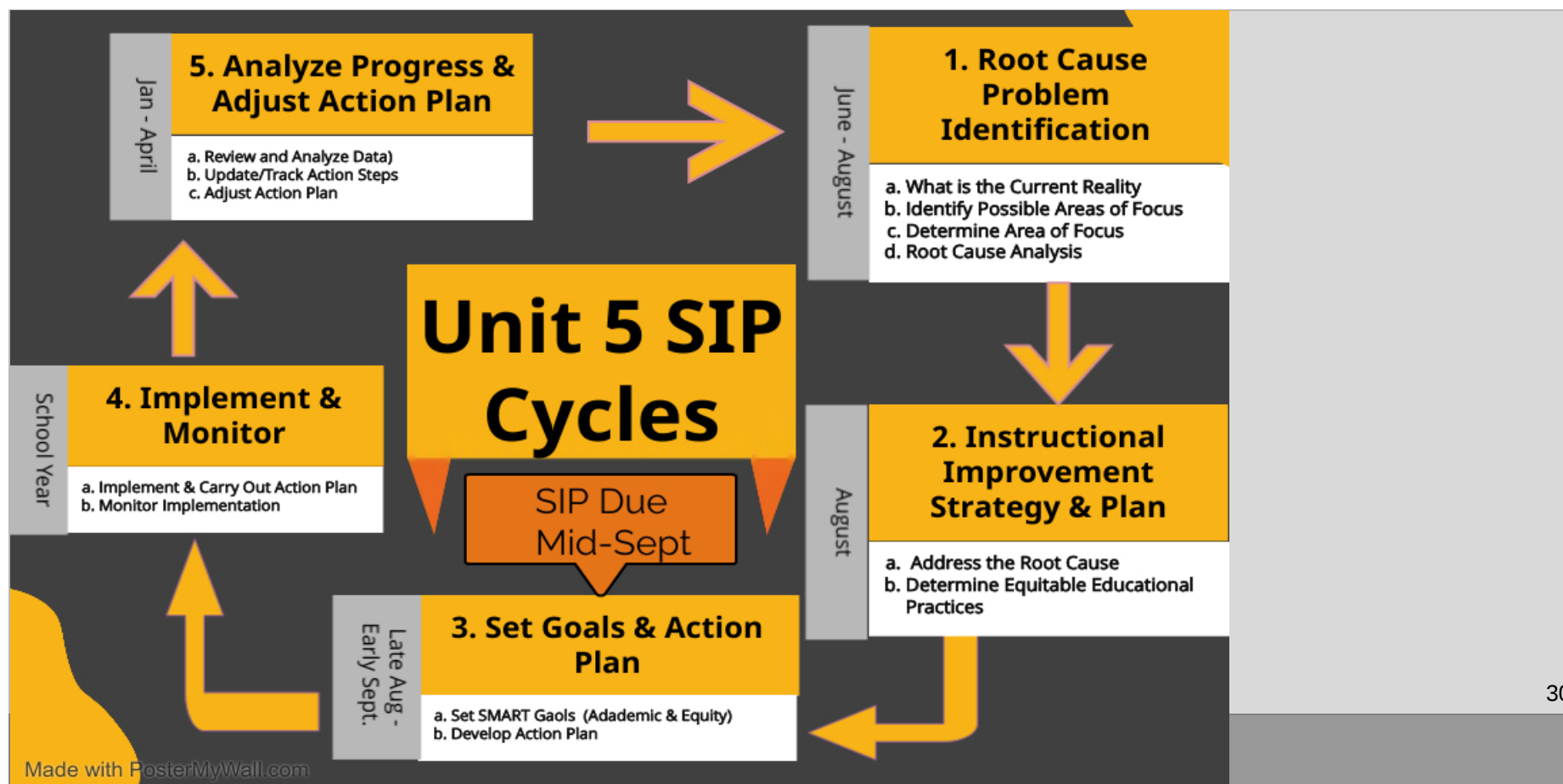
Building:	Cedar Ridge	Admin. Name:	Alison Kohler & Latavia Jordan
Important Dates			
Due Date	Meeting/Task		
September 27th	Plans completed and shared		
Jan. - April	Analyze progress, adjust action plans, internal reporting		
May 21st	Goal Results		

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

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Five Step Process



1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

Let's Practice Cycles of Inquiry & Root Cause (presentation)

Let's Practice Cycles of Inquiry & Root Cause (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- *Equitable Instructional Practices*
- *Radically Inclusive Relationships*

Cedar Ridge Literacy Goal

Instructional Leadership Team Members

Brea Womack	Ally Brodbeck	Latavia Jordan	Kim Lynch	Toni Freesen	Leslie Kokotek
Jenny Roop	Maggie Lakebrink	Alison Kohler	Ana Sciortino		

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Tracking .Cedar will focus on promoting literacy reading achievement across all grade levels (K-5). Based on historical data, Cedar Ridge's student population shows a low proficiency level in STAR reading for students testing at or above benchmark. Through root cause analysis, the team has determined that while all staff will benefit from Tier 1 instructional training, there will be a specific focus on students with IEP's as well and dual language learners throughout the action plan to ensure that these underperforming subgroup populations have high levels of achievement and demonstrate proficiency.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Cedar Ridge Elementary will improve overall reading achievement and growth. By May 2027, the percentage of all students meeting or exceeding grade-level benchmarks on the STAR Reading assessment will increase by 2%.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan			
What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?			
[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].			
Action Plan with Specific Measures of Progress			
Plan, design, and facilitate places, spaces, and times for <u>staff learning and instructional practice development</u> focused on school improvement to occur.			
Action Step	Person Responsible	Target Date	Evidence
Incorporation of consistent cross-departmental instructional planning (LBS1's, Gen Ed Teachers, DL Teachers, Paras)	ALL	All 26-27 Early Releases	
Instructional Coaching PD Sessions on Intervention & Literacy Block (small-group instruction, Tier 1 Fidelity)	Staci Schroen	Sept. '26 & Jan. '27	
Adelante Trainings - Oracy for All	Adelante & Admin	August 19 Sept. 15 Oct. 21 Dec. 2 Feb. 5 March 2 (TBD)	
Family Engagement Kits to provide instructional materials for home-school connection & literacy skill promotion	CORE Team	May '27	

Cedar Ridge Math Goal

Instructional Leadership Team Members

Brea Womack	Ally Brodbeck	Latavia Jordan	Kim Lynch	Toni Freesen	Leslie Kokotek
Jenny Roop	Maggie Lakebrink	Alison Kohler	Ana Sciortino		

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Tracking: Our students are not making sufficient growth on Star Math from Fall to Spring. We need to focus on providing the Math instruction with fidelity and focusing on the tools we have available at the district level to support students. We also need to provide more training to teachers to support the Math intervention provided during the intervention block.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Cedar Ridge Elementary will improve overall math achievement and growth. By May 2027, the percentage of all students meeting or exceeding grade-level benchmarks on the STAR Math assessment will increase by 2%.

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Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan			
<i>What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?</i> <i>[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].</i>			
Action Plan with Specific Measures of Progress <i>Plan, design, and facilitate places, spaces, and times for <u>staff learning and instructional practice development</u> focused on school improvement to occur.</i>			
Action Step	Person Responsible	Target Date	Evidence
Adelante Training	Adelante & Admin	August 19 Sept. 15 Oct. 21 Dec. 2 Feb. 5 March 2 (TBD)	
Instructional Coach Training Staff Opportunities (small-group instruction, Tier 1 Fidelity)	District math coach	Sept. '26 & Jan '27	
IM Walkthroughs & Admin Feedback	Admin	School Year 26-27	
Cross Departmental Planning Opportunities	LBS1's & Gen Ed Staff	Sept. '26 & Jan '27	

Equity Goal

Instructional Leadership Team Members

Brea Womack	Ally Brodbeck	Latavia Jordan	Kim Lynch	Toni Freesen	Leslie Kokotek
Jenny Roop	Maggie Lakebrink	Alison Kohler	Ana Sciortino		

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus and root cause. Provide an explanation and link in your data analysis and other documents here.

Cedar Ridge Elementary has historically had an increased number of black students account for their discipline data. Our staff identified lack of knowledge of entering majors versus minors, the need for more practical strategies to support students who have experienced trauma, and the need for more targeted equity training to support our de-escalation tools and reflection on our bias as our root cause for this data.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#), please see the linked document. Discipline data will be reviewed monthly, with progress measured in May 2025.

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Cedar Ridge Elementary will reduce the physical aggression discipline referrals. By May 2027, the physical aggression referral rate for students will decrease from ____ to _____. (TBD in July)

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Behavior Review Training: Clear communication on referrals/consequences	Admin & Tier 2 team	All Institute Days	Email to staff/Institute Day Agenda
Trust-Based Relational Classroom Intervention Training	Admin, Tier 2 team, TBRI coaches, Chicago Lurie	9/9, 12/3	
CORE Team Discipline Review	Core Team/PBIS	Monthly with Tier 2 team, Institute days in November and February	Sorting behavior data by ethnicity
PBIS Tier 2 Data Review - One on one with teachers & coaching plans	Tier 2 team & Admin	10/1 & 2/20	
De-escalation training: Focus on Need; Address behaviors privately/not shaming whole-class; behavior-specific praise; practicing/role-playing after district-wide deescalation training	DEI Training	December 4	Intentional practice; continuation of training topics
Universal directives in English and Spanish (school-wide signage this year in all languages for PBIS, Zones, etc.)	Admin & PBIS	10/22	
Calm Corners implemented school wide; whole-class regulation time/actions	PBIS	Opening Institute Days/Year Round	Calm boxes in all spaces; posters & resources provided to all staff
Morning Meeting/Restorative Practices Refresher	Tier 1 team	10/22	Universal Poster of Meeting Expectations from IIRP
School-wide family events to include families in understanding home/school behavior connection (share home matrixes, share PBIS tips in newsletters, etc.)	All Staff/Community Schools	Monthly	Year Long Family Event Map

Cultural Awareness, Responsiveness, Representation, & Education and how it relates to behavior	Admin, Diversity Club	Staff Monthly Celebrations and Calendar	Monthly Calendar
Asset-based Focus; growth mindset focus (avoid deficit thinking, comments, building culture)	Admin	Embedded in Equity training monthly	
Increase student sense of belonging - Clubs (removing barriers to student participation)	Various staff & teams	Year long	Club Annual Planner



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

2026-27

Building:

Fox Creek

Admin. Name:

Leslie Davenport and Anabel Stelmaszek

Important Dates

Due Date

Meeting/Task

September 27th

Plans completed and shared

Jan. - April

Analyze progress, adjust action plans, internal reporting

May 21st

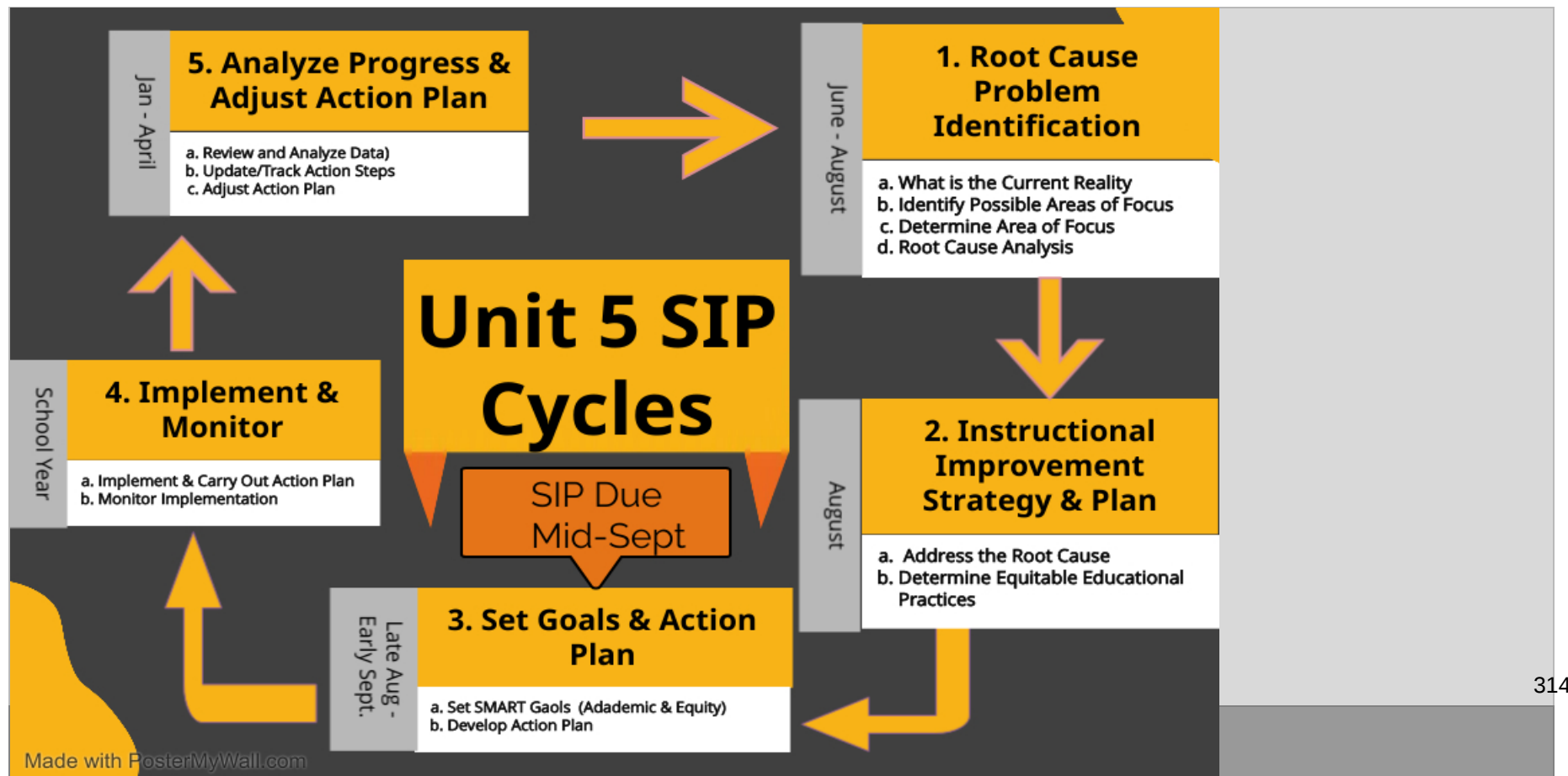
Goal Results

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

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Five Step Process



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1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

[Let's Practice Cycles of Inquiry & Root Cause](#) (presentation)

[Let's Practice Cycles of Inquiry & Root Cause](#) (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- [Equitable Instructional Practices](#)
- [Radically Inclusive Relationships](#)

Academic Goal (Literacy)

Instructional Leadership Team Members

Leslie Davenport	Anabel Stelmaszek	Kelly Reardon	Susie Downing	Shannon Hedman	Kjersten Woodward
Meghan Hillebrant	Susan Felix	Stephanie Banks	Sarah Egge		

Meeting Dates:

8/18/26	9/3/26	10/6/26	11/4/26	12/2/26	1/6/27
2/3/27	3/3/27	4/7/27	5/5/27		

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

 Fox Elementary Admin Data Review

Root Cause Documentation Link Below:

[Fox Preliminary Root Cause Document](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Based on the Fountas & Pinnell reading data provided, students demonstrate strong growth in 1st and 2nd grade but faces a significant challenge in maintaining and accelerating reading achievement in 3rd through 5th grade. During hte 2025-26 school year, there was a 6.9 percentage point gain, exceeding the previous year's growth of 6.2 points however, previously we had a 8.2% growth.

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Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

During the 2026-27 school year, our goal is to increase our Fountas and Pinnell meets and exceeds group in grades 1-5 by 7% during the Fall to Spring time period

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

*[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].
The staff at Fox Creek Elementary will continue to strengthen small group and differentiated instruction during reading and writing to improve student text*

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
School Improvement Planning and Root Cause			
SIP Goal Review			
SIP Data Dive			
Staff SIP Update (Early Release)			

Academic Goal (Math)					
Instructional Leadership Team Members					
Leslie Davenport	Anabel Stelmaszek	Kelly Reardon	Susie Downing	Shannon Hedman	Kjersten Woodward
Meghan Hillebrant	Susan Felix	Stephanie Banks	Sarah Egge		
Meeting Dates:					
8/18/26	9/3/26	10/6/26	11/4/26	12/2/26	1/6/27
2/3/27	3/3/27	4/7/27	5/5/27		
SMART Goal					
Student Outcome (Growth & Achievement) Goal:					
Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.					
Data Analysis Link below:			Root Cause Documentation Link Below:		
 Fox Elementary Admin Data Review			Fox Preliminary Root Cause Document		
Explanation of Background Data, Root Cause, and factors leading to your goal selection:					
A review of STAR Math data from the past three school years we have had consistent schoolwide growth in mathematics achievement. Overall proficiency increased from 59.6% in Fall 2025 to 63.0% in Spring 2026, representing a 3.4 percentage point gain. This continues a positive trend of growth observed during the previous two years. While several grade levels showed strong achievement and growth, the data also revealed persistent performance concerns in Grades 3 and 4. Second grade demonstrated exceptional growth, increasing from 54.1% proficiency in the fall to 75.6% in the spring (+21.5%). Fifth grade maintained strong achievement levels and ended the year at 69.0% proficiency. In contrast, Grade 3 has experienced negative fall-to-spring growth for three consecutive years (-2.8%, -1.5%, and -2.9%), indicating a recurring pattern of students not maintaining progress throughout the school year. Grade 4 has similarly struggled, showing negative growth in two of the past three years (-4.4% and -2.1%) and ending the 2025-2026 school year with the lowest spring proficiency rate in the building (47.9%). Additionally, Grades K, 1, 3, and 4 all experienced declines from winter to spring benchmarks, suggesting challenges in sustaining student learning and transferring skills to independent performance.					
Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on SMART Goals and examples , please see the linked document.					

During the 2026-2027 school year, our goal will be to increase our STAR Math scores in the 17th percentile and above in grades 1-5 by 3.5% during the Fall to Spring time period. Progress will be monitored through STAR benchmark assessments, common formative assessments, and intervention data reviews.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

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Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Weekly Staff Notes	Davenport		
CORE Team Summative Designation	Davenport		
Staff SIP Update (Early Release)	Davenport		
Data Day Check in	Davenport		
Data Day	Davenport		

Math Block Planning	Davenport		
School Improvement Planning and Root Cause	Davenport		
IM Training			
Math Walkthroughs	Davenport		
Fountas and Pinnell Grade level work			



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

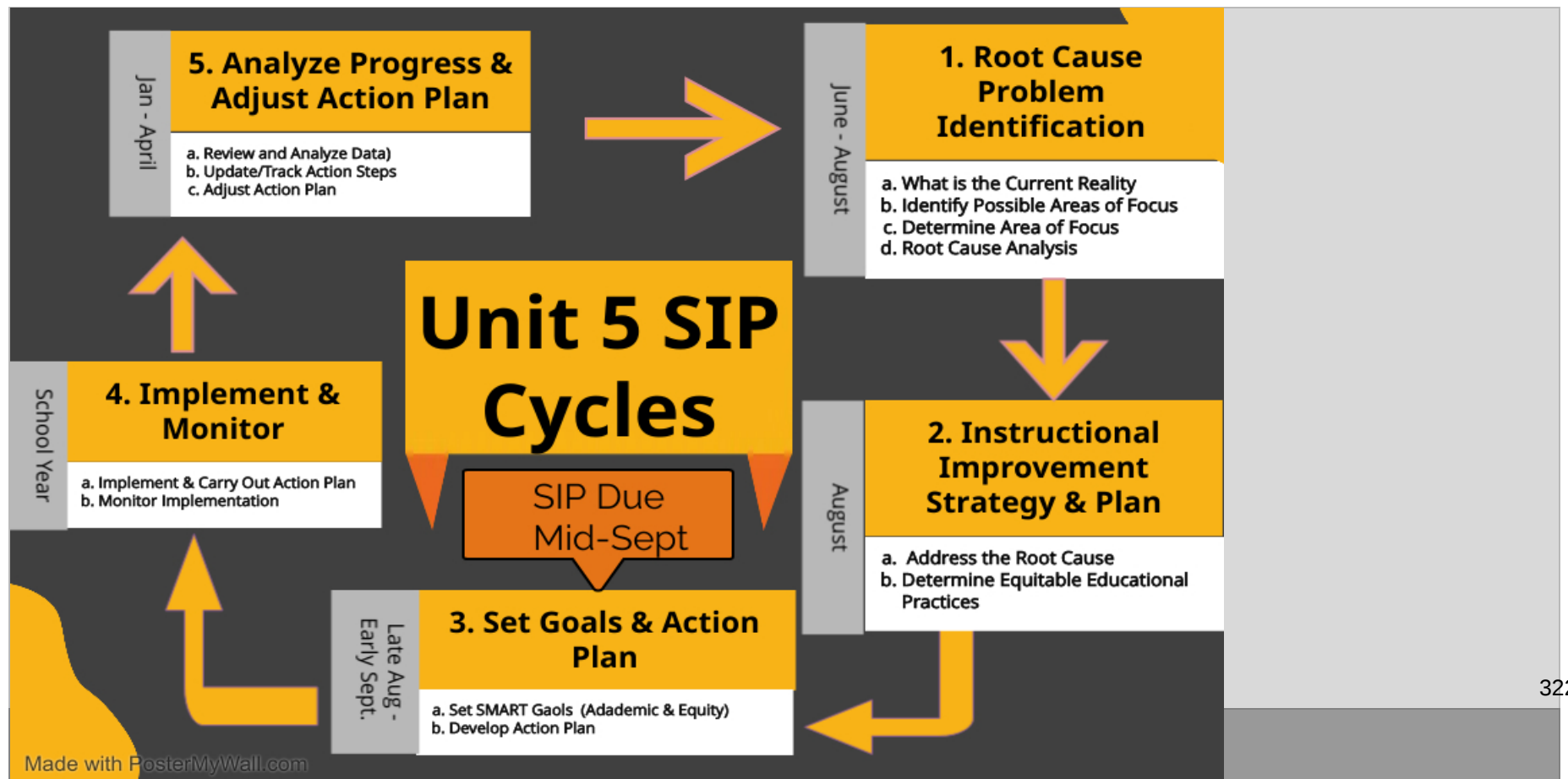
Building:	KJHS	Admin. Name:	Fitzgerald
Important Dates			
Due Date	Meeting/Task		
September 27th	Plans completed and shared		
Jan. - April	Analyze progress, adjust action plans, internal reporting		
May 21st	Goal Results		

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

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Five Step Process



1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

[Let's Practice Cycles of Inquiry & Root Cause](#) (presentation)

[Let's Practice Cycles of Inquiry & Root Cause](#) (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- [Equitable Instructional Practices](#)
- [Radically Inclusive Relationships](#)

Academic Goal

Instructional Leadership Team Members

Kelly Fitzgerald	Rebecca Spears	Rachel Pett	Deanna Quick		
Sylvester Davis	Jenny Burns	Terry Lillge			
Taylor Musselman	Jessica Lynch	Rebert Harris			

Meeting Dates:

6/8/26					
6/17/26					

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Data Dive

Root Cause Documentation Link Below:

[Lit Root Cause](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

58.6% of students demonstrated typical or better growth on STAR Reading from Fall to Spring 2025-2026, a decrease from 63.3% the previous year. Growth rates were below expectations across student groups, with African American students demonstrating 56% typical or better growth. As the school's largest student subgroup, improving reading achievement and growth for African American students will be a primary area of focus.

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Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Our goal is to [quantifiable objective] by [timeframe or deadline].

By Spring 2027, the percentage of students meeting or exceeding benchmark on STAR Reading will increase from 84% to 86% as measured by STAR Reading. The percentage of African American students meeting or exceeding benchmark will increase from 65% to 68% through the implementation of high-quality Tier 1 instruction, targeted interventions, and ongoing progress monitoring.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

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Instructional Practice Plan
<i>What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?</i> <i>[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].</i>

Action Plan with Specific Measures of Progress			
Plan, design, and facilitate places, spaces, and times for <u>staff learning and instructional practice development</u> focused on school improvement to occur.			
Action Step	Person Responsible	Target Date	Evidence
Action Steps can be found here			

Academic Goal

Instructional Leadership Team Members

Kelly Fitzgerald	Rebecca Spears	Rachel Pett	Deanna Quick		
Sylvester Davis	Jenny Burns	Terry Lillge			
Taylor Musselman	Jessica Lynch	Rebert Harris			

Meeting Dates:

Meeting Dates:

6/8/26					
6/17/26					

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

Data Dive

[Math Root Cause](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

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Only 56.1% of students demonstrated typical or better growth on STAR Math from Fall to Spring 2025-2026. This is similar to the previous year's result of 56.8%, indicating that nearly half of students are not making typical growth. African American students demonstrated the lowest growth rate at 52%.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Our goal is to [quantifiable objective] by [timeframe or deadline].

By Spring 2027, Kingsley Junior High School will increase the percentage of students meeting or exceeding benchmark on STAR Math from 82% to 85%. Additionally, the percentage of African American students meeting or exceeding benchmark on STAR Math will increase from 51% to 55%.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Equity Goal

Instructional Leadership Team Members

Kelly Fitzgerald	Rebecca Spears	Rachel Pett	Deanna Quick		
Sylvester Davis	Jenny Burns	Terry Lillge			
Taylor Musselman	Jessica Lynch	Rebert Harris			

Meeting Dates:

Meeting Dates:

6/8/26					
6/27/26					

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus and root cause. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

Data Dive

[Equity Root Cause](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

African American students continue to receive office discipline referrals, ISS, and OSS at disproportionately higher rates than their peers. During the 2025-2026 school year, African American students were 5.6 times more likely to receive ISS and 4.5 times more likely to receive OSS than White students.

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Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#), please see the linked document.

Our goal is to [quantifiable objective] by [timeframe or deadline].

By Spring 2027, KJHS will reduce the discipline disproportionality rate for African American students from 2.5 to 2.0 for all incidents through the implementation and monitoring of Tier 1 behavior supports.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress
Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Action Plan			



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

26-27

Building:

Oakdale

Admin. Name:

Andrea Lockhart

Important Dates

Due Date

Meeting/Task

September 27th

Plans completed and shared

Jan. - April

Analyze progress, adjust action plans, internal reporting

May 21st

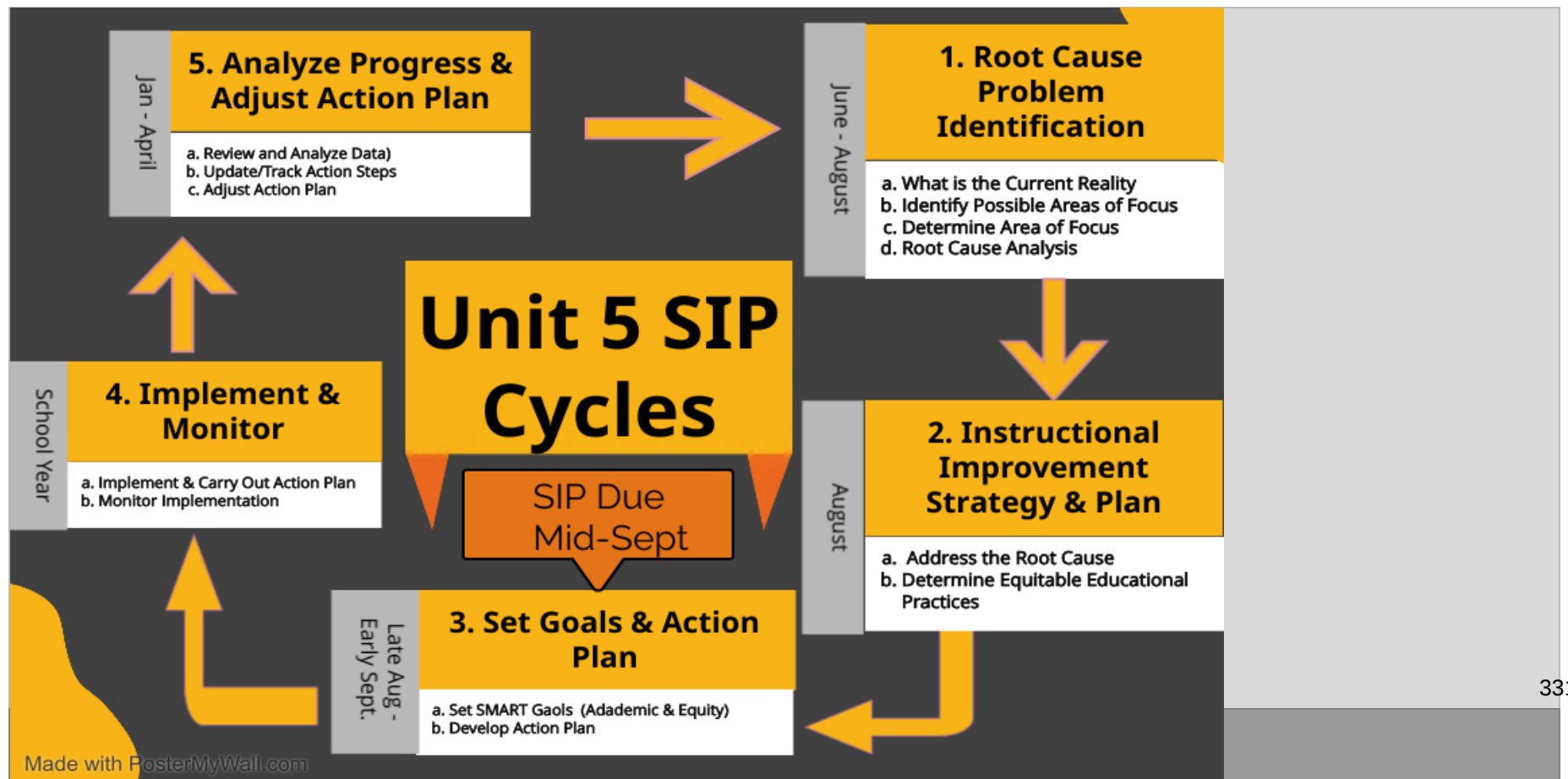
Goal Results

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

330

Five Step Process



1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

[Let's Practice Cycles of Inquiry & Root Cause](#) (presentation)

[Let's Practice Cycles of Inquiry & Root Cause](#) (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- [Equitable Instructional Practices](#)
- [Radically Inclusive Relationships](#)

Academic Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

[Oakdale Data Analysis](#)

Root Cause Documentation Link Below:

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

In the most recent full academic year data, Oakdale Elementary's overall performance level for Grades 1–5 moved from 54% in the Fall to 60% in the Spring. This represents an exact school-wide growth of 6%. While the overall hits the target growth number, a closer look reveals systemic mid-year performance dips and demographic equity gaps for Black/African American students. In addition, there was less growth from winter to spring. We believe that we can maintain the same growth while addressing the achievement gaps for students and increasing the growth from winter to spring. In addition, this is a new curriculum that we are building capacity for our educators, and continuing to focus on implementing with fidelity as well as finding areas to fill in knowledge gaps to support students will prove to be beneficial.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Our goal is to increase the percentage of students that score at Meets/Exceeds on STAR Math by 6% from Fall 2026 to Spring of 2027.

Instructional Practice Plan	
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What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress	
1. Establish a dedicated committee or task force to oversee the implementation of the strategy.	2. Conduct a comprehensive assessment of the current state of the organization, including strengths, weaknesses, and opportunities.
3. Develop a detailed implementation timeline with specific milestones and deadlines.	4. Allocate resources, including personnel, budget, and technology, to support the strategy.
5. Implement communication and training programs to ensure all employees understand the strategy and their roles in its execution.	6. Monitor progress regularly through key performance indicators (KPIs) and reports.
7. Foster a culture of innovation and risk-taking, encouraging employees to propose and implement new ideas.	8. Establish a system for regular feedback and evaluation, allowing for adjustments and course corrections.
9. Collaborate with external stakeholders, such as industry associations and government agencies, to leverage resources and expertise.	10. Celebrate successes and milestones to motivate and reinforce the strategy.

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

[illegible]

Academic Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

[Oakdale Data Analysis](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Looking at the most recent full academic year data (2025–2026), Oakdale Elementary's overall percentage of students meeting or exceeding expectations in Grades 1–5 grew from 61.6% in the Fall to 71.5% in the Spring. This trend has been consistent over several years. The data also shows so demographic gaps for Black/African American with a decline in performance by 4%. There is also a lot of variability between grade levels. Root cause contributing factors could be chronic absenteeism, as we have a high percentage of students in that area. In addition, implementing tier 1 with fidelity as well as tier 2 interventions across grade levels consistently could also be a root cause. We selected 10% growth as our goal because it is a trend we want to see continue and with a focus on implementing curriculum and interventions with fidelity to try to increase the students that meet and exceed throughout the year.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Our goal is to increase the percentage of students that score at Meets/Exceeds on STAR reading by 10% from Fall 2026 to Spring 2027.

Results: *Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.*

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

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Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Analyze Reading Intervention Practices	Lockhart/Ghrist	Fall 2026	
Staff planning with intervention coach on best practices within the classroom	Ghrist	Fall 2026	
T1 best practices review	Ghrist/Lockhart/CORE	Fall 2026	
Text analysis for curriculum materials	Staff	Winter 2026	
Staff collaboration on curriculum/implementation	Staff	Winter 2026	
K-2 implement UFLI with fidelity	Staff	ongoing	

Equity Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

[Oakdale Data Analysis](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Looking at Oakdale's most recent behavior data from the 2021–2022 baseline to the most recent 2025–2026 school year, total annual OSS events skyrocketed by +229.2% overall (going from 48 to 158 incidents) Breaking it down further, we see Black or African American: 76 incidents (47.2% of total OSS) White: 47 incidents (29.2% of total OSS) Two or More Races: 27 incidents (16.8% of total OSS) Hispanic / Latino: 11 incidents (6.8% of total OSS). The disparity in numbers needs to be addressed in addition to the increase in suspension overall. Root causes could be subjectivity in what disruptive behavior and noncompliance are. In addition, the number of ISS has decreased and we went to more restrictive measures which could attribute to the cause. There could also be deficits in staffs training with trauma informed and de-escalation strategies which escalates behaviors into physical aggression referrals.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#), please see the linked document.

Our goal is to reduce Black/African American suspensions by 40% (from 76 to 45 or fewer) from Spring 2026 to Spring 2027.

Results: *Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.*

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

The CORE team and PBIS team will accomplish this goal by Standardizing Behavior Metrics and expectations and Professional Development & Coaching

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Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Establish common expectations school wide for all areas and classrooms	PBIS	Fall 26	
Share with staff office/classroom managed behaviors	PBIS	Fall 26	
Bahvior Matrix Review	Dr. Caffey	Fall 26	
Create expectation reminders/targets for each month	PBIS	Fall 26	

Provide school-wide professional development focused on de-escalation tactics	Lockhart	ongoing	
Provide school-wide professional development focused on implicit bias training	Lockhart	Ongoing	
Provide school-wide professional development focused on tier 1 classroom management.	PBIS	Ongoing	
Provide school-wide professional development focused on building restorative relationships	PBIS	Ongoing	



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year: 2026-2027

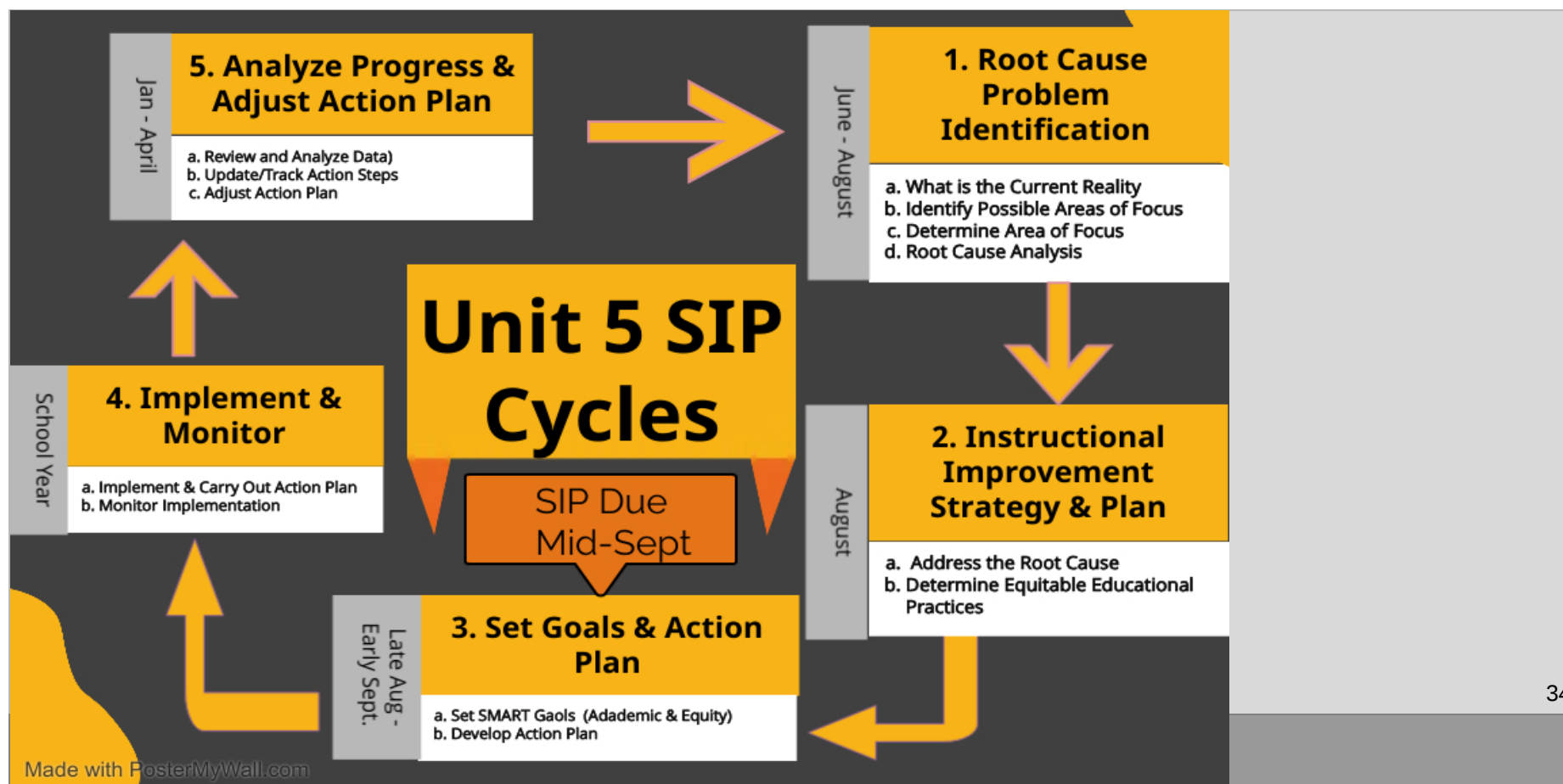
Building:	Pepper Ridge	Admin. Name:	Robert Battey, Kirsten Freeze, Yesica Jones
Important Dates			
Due Date	Meeting/Task		
September 27th	Plans completed and shared		
Jan. - April	Analyze progress, adjust action plans, internal reporting		
May 21st	Goal Results		

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

342

Five Step Process



1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

Let's Practice Cycles of Inquiry & Root Cause (presentation)

Let's Practice Cycles of Inquiry & Root Cause (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- *Equitable Instructional Practices*
- *Radically Inclusive Relationships*

Academic Goal

Instructional Leadership Team Members

Robert Battey	Kirsten Freeze	Britney Arendt	Brandy Roberts	Betzy Zimmerman	Jennifer Corbly
Jennifer Ficek	Hadley Stimler	Shauna Gourley	Nicole Schneyr	Leza Kirshenbaum	Ashley Zook

Meeting Dates:

8/5/2026					

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

[Pepper Data](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Over the last three years, Pepper's overall growth in ELA has slowed down for percentage of students that are meeting/exceeding benchmarks from fall to spring. In 22-23, there was growth of 6.1% over the year. In 23-24, there was growth of 4.2%, 24-25, Pepper saw growth of 1.5% for an overall percentage of 73.1% of 2nd-5th grade students meeting/exceeding according to the spring STAR reading assessment. Last year in 25-26, Pepper experienced a growth of 5.4 with an overall percentage of 74.8 meeting or exceeding. We will continue to focus on tier 1 CORE instruction to maintain growth over next school year. We would like to see that growth at 3% from fall to spring. We are choosing to focus on performance levels to really hone in on moving students from the "approaching" category up to meets/exceeds. We aim to improve tier 1 instruction, thus why we are omitting SS students from our targeted goal. They are typically on an alternate curriculum and generally not included during language arts.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Currently, 74.8 % of students in grades 2-5 are meeting and exceeding benchmarks on the Star reading assessment. By the end of the 26-27 school year, the total percentage of Pepper Ridge students in grades 2nd-5th students that are meeting/exceeding benchmarks on the STAR reading assessment will increase by 3% overall.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

This year we are implementing student goal setting based on professional reading about goal setting.

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Instructional Leadership Team meetings- review data	ILT Team	Monthly	Running Agenda
Data days- Fall, winter, spring	Classroom teachers and interventionists		Intervention Planning
Intervention training for LBS1s/interventionists	Allie Nord		
GAP Tutoring	Battey	Oct-Dec, Jan-Mar	Gap Attack Tutoring Document
Opportunities for increased peer to peer observations during ELA.			
Collaboration opportunities for planning and team data discussions.	Grade Level Teachers	ERD Days	Sample Agenda

Academic Goal

Instructional Leadership Team Members

Robert Battey	Kirsten Freeze	Britney Arendt	Brandy Robserts	Betzy Zimmerman	Jennifer Corbly
Jennifer Ficek	Hadley Stimler	Shauna Gourley	Nicole Schneyr	Leza Kirshenbaum	Ashley Zook

Meeting Dates:

8/5/2026					

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

[Pepper Data](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Over the last three years, Pepper's overall growth in math achievement for students meeting/exceeding benchmarks has grown tremendously. In 22-23, there was growth of 1.4% over the year. In 23-24, there was growth of 1.5%, 24-25, Pepper saw growth of 5.4% for an overall percentage of 69.3%, and 34.8 last year 25-26, Pepper Ridge grew 2 percent with an overall 70 percent of 1st-5th grade students meeting/exceeding according to the spring STAR math assessment. We need to continue focus on implementation of the new math curriculum, Illustrative Math. We would like to see that growth continue at at least 3% from fall to spring for the 26-27 school year. We are choosing to focus on performance levels to really hone in on moving students from the "approaching" category up to meets/exceeds. We are focused on tier 1 instruction using our new math resource which is why we have omitted SS students as they are not included during math instruction and on an alternate curriculum.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

Currently, 70% of students in 1st through 5th grade are meeting and exceeding math benchmarks on the Star assessment. By the end of the 26-27 school year, the total percentage of Pepper Ridge students in 1st-5th students that are meeting/exceeding benchmarks on the STAR Math assessment will grow by 3% overall.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

This year we are implementing student goal setting based on professional reading about goal setting.

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Building training on IM with district Math coach	Angie Grubic	Monthly	Sample schedule
Implementation of Illustrative Math			
Instructional Leadership Team meetings- review data	ILT Team	Monthly	Running Agenda
Data days- Fall, winter, spring	Classroom teachers and interventionists		Intervention Planning
GAP Tutoring	Batthey	Oct-Dec, Jan-Mar	Gap Attack Tutoring Document
Coaching on math instruction with observations and feedback	Angie Grubic		
Increased Peer observation opportunities	Angie Grubic-th Grade team		
Thinking Classroom PD	Grubic/Gibson	Plan	Presentation.
Increased team collaboration time to investigate data and plan	Grade Level Teachers	ERD Days	Sample Agenda

Quarterly SIP check in		Mr. Battey		Folder Link	
Student Goal Setting in ELA and Math		Grade Level Teacher	October-DEC, Jan-Mar	Capture Document	
Para Training- Questioning and Student Support		Freeze/Grubic/Gibson		Questioning	Pepper Para 4.16.26

Equity Goal

Instructional Leadership Team Members

Robert Battey	Kirsten Freeze	Kristen Rogers	Suzie Morgan	Donna Christopher	Kara Barr
Jennifer Corbly	Elizabeth Washkuhn	Hadley Stimler	Aya Kato	Ashley Zook	Anna Evans
Sabin Keneipp	Hannah Kupferschmid				

Meeting Dates:

8/5/2026					

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus and root cause. Provide an explanation and ink in your data analysis and other documents here.

Data Analysis Link below:

Root Cause Documentation Link Below:

[Pepper Data](#)

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Over the last two years our Black or African American student group has declined in the area of literacy for percentage of students meeting or exceeding. In 24-25, growth declined 1.2 percent with 65.4 % meeting or exceeding. Last year, in 25-26, growth declined 1.5 percent with 48.5% meeting or exceeding. This also represents a significant achievement gap with between our highest performing student group(two or more races) which ended the year at 84.2% of students meeting or exceeding with a 4.2 growth rate. Lastly, our majority population student group(White) finished the year with 80%

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#), please see the linked document.

Currently, 48.5% of students in the Black or African American student group in grades 1st through 5th grade are meeting and exceeding math benchmarks

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Student Goal setting in the area of literacy	Classroom Teachers	October-DEC, Jan-Mar	
Additional Literacy Instruction	Classroom Teachers		
Professional reading on culturally responsive literacy instruction	Battey		



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

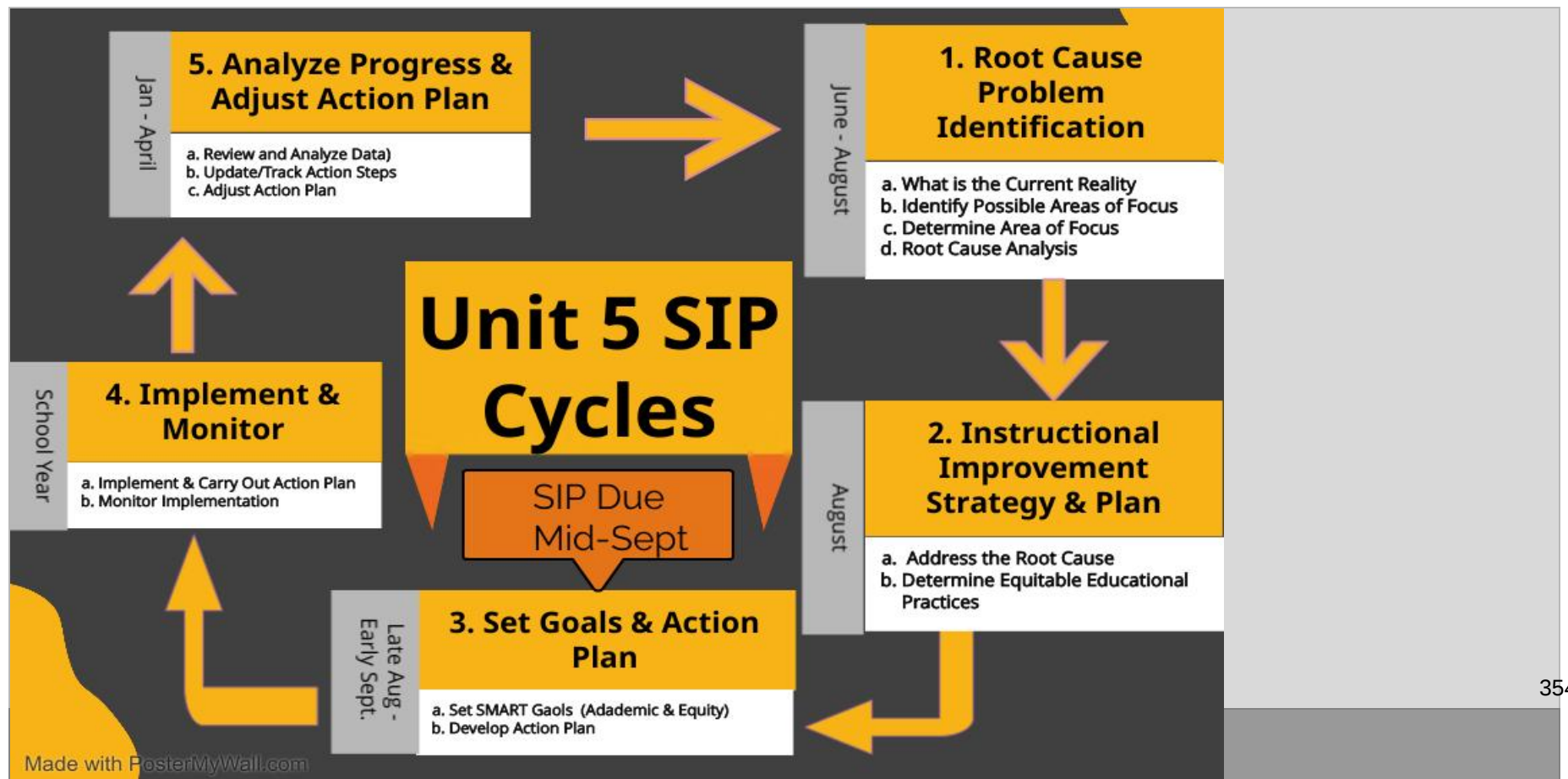
26-27

Building:	Sugar Creek	Admin. Name:	Scott Vogel
Important Dates			
Due Date	Meeting/Task		
September 27th	Plans completed and shared		
Jan. - April	Analyze progress, adjust action plans, internal reporting		
May 21st	Goal Results		

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

Five Step Process



1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
 - Agree on the Potential Root Cause
- [*Let's Practice Cycles of Inquiry & Root Cause*](#) (presentation)
- [*Let's Practice Cycles of Inquiry & Root Cause*](#) (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- [*Equitable Instructional Practices*](#)
- [*Radically Inclusive Relationships*](#)

Academic Goal

Instructional Leadership Team Members

Gwen Peebles - Music	Priscilla Steers -2	Ferah Peters - AP	Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal
Melissa Polley - KDG	Sierra Tellor - 5	Cristie Koechle - MTSS			

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:	Root Cause Documentation Link Below:
Sugar Creek Elementary Admin Data Review Template	

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

The decline in student performance on the STAR Literacy Assessment from Fall to Spring is our primary background data. The root cause, although probably multi faceted, but might be directly connected to our approach to small group instruction. So, with this we want to focus on developing our small group instruction and how we are differentiating our instruction specifically during small group instruction.

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Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

During the 2026–2027 school year, Sugar Creek's goal is to increase student performance in reading by improving STAR Reading assessment meets and exceeds scores by 2% from fall to spring. Progress will be monitored through fall, winter, and spring STAR assessments, along with ongoing classroom-based formative assessments to ensure targeted support and intervention for students not meeting grade-level expectations.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Benchmark Assessments (3x/year): Fall, Winter, and Spring STAR Literacy data to measure overall growth and goal progress.	Scott - BLT	26-27 School Year	STAR Assessment Data collected in EduClimber
Data Analysis & Goal Setting - August-September: Set individual student goals/classroom goals that align to the school-wide goal	BLT & Classroom Teachers	September 2026	Student Goal Setting Sheet - 357
Identify "Bubble Students": Pinpoint students who are just a few scaled score points away from moving into the "meets" or "exceeds" categories. These students will be crucial for hitting the 2% growth target.	Certified Staff - Classroom Teachers and LBS1s	September/October 2026	STAR Assessment Data collected in EduClimber
Walkthroughs - Specifically looking at small group instruction	Scott/Ferah & Classroom Teachers	Monthly throughout 26-27 School Year	Walkthrough Form
Utilize instructional coaches to support lesson planning, co-teaching, and modeling effective reading teaching practices.	Scott/Ferah in collaboration with Tracie and Staci		Agendas with dates utilizing Literacy coaches

Academic Goal

Instructional Leadership Team Members

Gwen Peebles - Music	Priscilla Steers -2	Ferah Peters - AP	Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal
Melissa Polley - KDG	Sierra Tellor - 5	Cristie Koechle - MTSS			

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.

Data Analysis Link below:	Root Cause Documentation Link Below:
Sugar Creek Elementary Admin Data Review Template	

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

We declined overall by 1% in the 2025-2026 school year from Fall to Spring. A root cause may be Inconsistent differentiation of instruction to meet all learners needs. We looked at last year's data and deemed 2% growth to be a realistic attainable goal.

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Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

During the 2026–2027 school year, Sugar Creek in grades 1-5 will improve overall student performance in mathematics by implementing Illustrative Math curriculum school wide. By the spring STAR assessment, we will increase the percentage of students meeting or exceeding grade-level expectations by 2%. Progress will be monitored throughout the school year with STAR assessments and ongoing formative assessments embedded in the Illustrative Math program to inform instruction and support differentiated learning.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

All educators directly providing math instruction and math intervention will use IM daily to teach math to our students. Educators will collaborate on Institute Days on best practices that will be used when teaching math. We will use our math coaches to provide feedback to staff and continue to support our staff in teaching Illustrative Mathematics Curriculum.

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Early Release Time - Targeted Collaboration with a math data focus - Focus on "Cool Downs" to differentiate instruction.	Scott & Classroom Teachers	26-26 School Year	Agenda Items Showing a Math Data Focus - will link agenda here
Benchmark Assessments (3x/year): Fall, Winter, and Spring STAR Math data to measure overall growth and goal progress.	Scott - BLT	26-27 School Year	STAR Assessment Data collected in EduClimber
Walkthroughs- focus on new curriculum being taught with fidelity	Scott/Ferah & Classroom Teachers & Math Coach	25-26 school year	Walkthrough Form
Monitor Goal Progress	BLT - Monthly Meeting Time	Sept., Jan., Apr. 26-27 School Year	BLT Agendas Folder Shared here

Equity Goal

Instructional Leadership Team Members

Gwen Peebles - Music	Priscilla Steers -2	Ferah Peters - AP	Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal
Melissa Polley - KDG	Sierra Tellor - 5	Cristie Koechle - MTSS			

Meeting Dates:

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: What is the current reality? Provide background data that has led you to your focus and root cause. Provide an explanation and ink in your data analysis and other documents here.

Data Analysis Link below:	Root Cause Documentation Link Below:

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

We are noticing that our students with IEPs overall are missing out on CORE instructional time with peers due to dysregulation, often at times escalating to physical aggression. This also in turn disrupts the learning for the entire classroom. Another factor is the focus on Administrations time helping to support dysregulated students instead of supporting the instrucion that is happening in the classroom to drive student achievement.

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#), please see the linked document.

By the spring of the 26-27 school year, the risk ratio for incidents of students with IEPs will decrease from 1.3 to 1.1 or less compared to non-IEP students. The 24-25 School year had a risk ratio for students with an IEP of 0.7. This is an increas of 0.6 over the course of 1 school year.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
Present Disproportionate Data at beginning of year institute	Scott	August 17-19, 2026	
Quarter Data Audits/Analysis - Early Release Time	Scott & Ferah	Oct., Jan., Apr., May	Early Release Agenda - Will include Data Shared out



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

2025-2026

Building:

YBMC Charter School

Admin. Name:

Tracey Polson

Important Dates

Due Date

Meeting/Task

October 14th

Plans completed and shared

February 3rd

Analyze progress, adjust action plans, internal reporting

April 28th

Goal Results

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

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Five Step Process

1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?

- Identify the Problem
- Make Observations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.

[Admin Digging into Data Directions and Templates](#)

Selecting a “Focus Area/Topic”

- Only select areas we have control over and can influence

What Is the Root Cause?

- Ask the 5 Whys
- Agree on the Potential Root Cause

[Let's Practice Cycles of Inquiry & Root Cause](#) (presentation)

[Let's Practice Cycles of Inquiry & Root Cause](#) (handout)

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?

[Elementary Root Cause Resources](#)

Which Equitable Educational Practice connects to the Root Cause Analysis?

- [Equitable Instructional Practices](#)
- [Radically Inclusive Relationships](#)

Academic Goal					
Instructional Leadership Team Members					
Tracey Polson	Dana Crutcher	Kevin Bradley	Mary Gura		
Stephanie Bridges	Bertram Givan	Stacy Van			
Meeting Dates:					
8/7/2026	9/18/2026	10/16/2026	11/13/2026	1/8/2027	2/5/2027
9/4/2026	10/2/2026	10/30/2026	12/11/2026	1/22/2027	2/19/2027
SMART Goal					
Student Outcome (Growth & Achievement) Goal: Over the next 12 months, at least 75% of enrolled charter students will demonstrate measurable improvement in basic literacy and numeracy skills by advancing one or more Educational Functioning Levels (EFLs) on the TABE 11/12 post-assessment, following targeted instruction and remediation services.					
Data Review Documents:			<i>YBMC TABE 4 year evaluation and AIR Assessment</i>		
Background Data: What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and ink in your data analysis and other documents here.					
Students in YouthBuild often come from backgrounds where systemic barriers, such as poverty, trauma, unstable housing, or interrupted schooling, have made success in traditional academic settings more difficult. These students are incredibly resilient, motivated, and capable of growth, but standardized metrics like SAT scores and traditional four-year graduation rates rarely reflect their journeys or accomplishments accurately. The SAT measures performance on a narrow set of academic skills, often tied to a student's access to test prep, stable schooling, and academic enrichment. It does not measure the gains in literacy, employability, leadership, or life skills that YouthBuild students achieve through individualized instruction, mentoring, job training, and community service. Likewise, graduation rates are typically calculated on a rigid timeline ie. students must finish high school within four years of starting 9th grade to "count." YouthBuild students may re-engage in education after dropping out, take non-linear paths to completion, or pursue equivalency credentials like the GED. These students may earn their diploma or GED later than peers, but they do so while also completing workforce credentials, service-learning, and personal development milestones that aren't captured by a four-year graduation statistic.					
Root Cause Analysis:			<i>See AIR Assessment</i>		

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

By the end of the 26-27 school year, 75% of students will advance one or more EFLs (Educational Functioning Levels) in Reading.

YBMC is addressing foundational skills that are prerequisites for academic success in all subject areas, charter students become more confident and capable of completing high school-level coursework, making them more likely to stay enrolled and engaged, higher literacy and numeracy skills lead to improved performance on assessments, credit recovery, and postsecondary readiness-all of which are directly tied to graduation pathways, for YBMC, measurable growth in EFLs often serves as a proxy indicator for long-term academic persistence and credential attainment.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

TBD (08/01/2026, we are currently on track to meet the SMART Goal)

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

This year, our building will focus on strengthening instructional knowledge and instructional practices that support high-quality learning.

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional practices.

Action Plan with Specific Measures of Progress

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional learning and continuous improvement at YBMC. Instructors will receive innovative professional development within their instructional content areas to expand tools, strategies, and best practices for supporting opportunity youth and alternative learners.

		Person Responsible	Target Date	Evidence
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Instructors will receive innovative professional development in instructional content area to add tools and strategies in providing learning support to opportunity youth and/or alternative learners.	All instructional staff overseen by the Education Director	8/1/2027	All instructional staff will provide a report and follow up training to other instructional staff after the completion of the professional development event. This will be documented in personnel file and in the minutes from the staff meeting.
YBMC Instructional Leadership Team will edit all courses to ensure they are aligned according to our G.R.O.W.E.R. model of learning and consistent with the IL Common Core State Standards	Education Director, Instructional Leadership Team	8/1/2027	All courses reviewed will have a review certification sheet attached showing the date of review and the criteria the course meets in alignment with YBMC GROWER Curriculum standards and IL State Common Core Standards.

Academic Goal					
Instructional Leadership Team Members					
Tracey Polson	Dana Crutcher	Kevin Bradley	Mary Gura		
Stephanie Bridges	Bertram Givan	Stacy Van			
Meeting Dates:					
8/7/2026	9/18/2026	10/16/2026	11/13/2026	1/8/2027	2/5/2027
9/4/2026	10/2/2026	10/30/2026	12/11/2026	1/22/2027	2/19/2027
SMART Goal					
Student Outcome (Growth & Achievement) Goal: Over the next 12 months, at least 75% of enrolled charter students will demonstrate measurable improvement in basic literacy and numeracy skills by advancing one or more Educational Functioning Levels (EFLs) on the TABE 11/12 post-assessment, following targeted instruction and remediation services.					
Data Review Documents:			<i>YBMC TABE 4 year evaluation and AIR Assessment</i>		
Background Data: <i>What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and ink in your data analysis and other documents here.</i>					
Students in YouthBuild often come from backgrounds where systemic barriers, such as poverty, trauma, unstable housing, or interrupted schooling, have made success in traditional academic settings more difficult. These students are incredibly resilient, motivated, and capable of growth, but standardized metrics like SAT scores and traditional four-year graduation rates rarely reflect their journeys or accomplishments accurately. The SAT measures performance on a narrow set of academic skills, often tied to a student's access to test prep, stable schooling, and academic enrichment. It does not measure the gains in literacy, employability, leadership, or life skills that YouthBuild students achieve through individualized instruction, mentoring, job training, and community service. Likewise, graduation rates are typically calculated on a rigid timeline ie. students must finish high school within four years of starting 9th grade to "count." YouthBuild students may re-engage in education after dropping out, take non-linear paths to completion, or pursue equivalency credentials like the GED. These students may earn their diploma or GED later than peers, but they do so while also completing workforce credentials, service-learning, and personal development milestones that aren't captured by a four-year graduation statistic.					
Root Cause Analysis:			<i>See AIR Assessment</i>		

Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on [SMART Goals](#) and **examples**, please see the linked document.

By the end of the 26-27 school year, 75% of students will advance one or more EFLs (Educational Functioning Levels) in Math.

YBMC is addressing foundational skills that are prerequisites for academic success in all subject areas, charter students become more confident and capable of completing high school-level coursework, making them more likely to stay enrolled and engaged, higher literacy and numeracy skills lead to improved performance on assessments, credit recovery, and postsecondary readiness-all of which are directly tied to graduation pathways, for YBMC, measurable growth in EFLs often serves as a proxy indicator for long-term academic persistence and credential attainment.

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

TBD (08/01/2026, we are currently on track to meet the SMART Goal)

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

This year, our building will focus on strengthening instructional knowledge and instructional practices that support high-quality learning.

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional practices.

Action Plan with Specific Measures of Progress

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional learning and continuous improvement at YBMC. Instructors will receive innovative professional development within their instructional content areas to expand tools, strategies, and best practices for supporting opportunity youth and alternative learners.

		Person Responsible	Target Date	Evidence
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Instructors will receive innovative professional development in instructional content area to add tools and strategies in providing learning support to opportunity youth and/or alternative learners.	All instructional staff overseen by the Education Director	8/1/2027	All instructional staff will provide a report and follow up training to other instructional staff after the completion of the professional development event. This will be documented in personnel file and in the minutes from the staff meeting.
YBMC Instructional Leadership Team will edit all courses to ensure they are aligned according to our G.R.O.W.E.R. model of learning and consistent with the IL Common Core State Standards	Education Director, Instructional Leadership Team	8/1/2027	All courses reviewed will have a review certification sheet attached showing the date of review and the criteria the course meets in alignment with YBMC GROWER Curriculum standards and IL State Common Core Standards.

Equity Goal

Instructional Leadership Team Members

Tracey Polson	Dana Crutcher	Kevin Bradley	Mary Gura		
Stephanie Bridges	Bertram Givan	Stacy Van			

Meeting Dates:

8/7/2026	9/18/2026	10/16/2026	11/13/2026	1/8/2027	2/5/2027
9/4/2026	10/2/2026	10/30/2026	12/11/2026	1/22/2027	2/19/2027

SMART Goal

Student Outcome (Growth & Achievement) Goal: YBMC Charter Students will benefit from innovative, engaging programming that helps them build their academic skills, prepares them for careers after YouthBuild and helps build their personal character through achieving their goals.

***Background Data:** What is the current reality? Provide background data that has led you to your focus and root cause. Provide an explanation and link in your data analysis and other documents here.*

While YBMC earned high marks in equity on the AIR evaluation, we recognize that excellence is not a finish line, it's an ongoing process of reflection, learning, and improvement. High scores affirm our current strengths, but sustaining a truly equitable culture requires intentional effort to deepen and expand what is already working. Equity-focused professional development allows YBMC to build on this strong foundation by continuing to equip staff with the tools and mindsets needed to serve students with empathy, consistency, and cultural responsiveness. It also helps address key areas identified in the AIR assessment—namely, the need for stronger formal staff evaluation processes and a more comprehensive understanding of our Charter School's GROWER Model. 373

***Outcome Goal/SMART Goal:** An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on SMART Goals, please see the linked document.*

Our goal is to ensure every staff member understands how they are supported, evaluated, and expected to grow as we feel it is essential to fostering a workplace where all individuals feel respected, valued, and professionally empowered. In this way, our ongoing commitment to professional development directly supports a more inclusive and high-functioning educational environment for both staff and students. Staff having comprehensive knowledge of the GROWER model will ensure all students have equitable access to strong, knowledgeable staff.

***Results:** Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.*

TBD

Instructional Practice Plan

What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?

This year, our building will focus on expanding both instructional knowledge and instructional practices in two key areas: Artificial Intelligence (AI) literacy and inclusive educational support strategies.

The Instructional Leadership Team will develop and implement an AI Literacy curriculum designed to educate and train all current and future YouthBuild students on the practical application, responsible use, and ethical considerations of AI. This curriculum will help students understand how AI can be utilized both during their time at YouthBuild and within their chosen career pathways, preparing them for an evolving workforce increasingly influenced by emerging technologies.

In addition, all instructional staff will participate in professional development focused on supporting students with diverse learning needs. Training will include effective strategies for facilitating educational supports for students with Individualized Education Plans (IEPs) and 504 Plans, as well as approaches for assisting students who may not have formally established plans but who demonstrate a need for additional or specialized educational support. This work will strengthen staff capacity to provide equitable, responsive, and student-centered instruction for all learners.

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for [staff learning and instructional practice development](#) focused on school improvement to occur.

Action Step	Person Responsible	Target Date	Evidence
The Instructional Leadership Team will create an AI Literacy curriculum to educate and train all current and future YouthBuild students on the application and ethics of AI while at YouthBuild and in their chosen career.	Education Director	09/01/2026	Completed curriculum ready for the start of Mental Toughness Fall 2026.

All instructional staff will receive training on facilitating educational supports to students with Individual Education Plans (IEPs) and 504 plans as well as supporting students with non-established formal plans but still demonstrating additional or specialized education needs.	Eduction Director	09/01/2026	Training participation and certification upon completion.