ROCK ISLAND - MILAN
SCHOOL DISTRICT #41

SCHOLAR HANDBOOK
PRE K-12 | 2026-2027
SCHOLAR RIGHTS & RESPONSIBILITIES

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SECTION I: INTRODUCTORY INFORMATION

Introduction

Welcome to the Rock Island-Milan School District 41 (RIMSD 41) Scholar Handbook. This handbook is designed to serve as a helpful guide for scholars, families, staff, and community partners as we work together to support a safe, inclusive, and engaging learning environment for every scholar.

In this handbook, you will find important information about our district's mission, values, policies, and procedures that guide daily school life.

Our district is committed to fostering a learning community that values diversity, equity, inclusion, respect, and academic excellence. Clear communication and shared responsibility between home and school are essential to scholar success. This handbook outlines expectations for scholars, families, staff, and the district, helping ensure consistency, transparency, and fairness across all schools.

We encourage families and scholars to review this handbook together and refer to it throughout the school year. While it cannot address every possible situation, it provides a foundation for understanding how our schools operate and how we partner to support scholar growth, well-being, and achievement.

If you have questions or need additional clarification, please reach out to your school or the district office. We value your partnership and look forward to a successful school year working together in support of our scholars.

Mission and Vision Statement

The District has a single, underlying Mission: To provide all scholars with a quality education.

Our Purpose: To educate for individual scholar success.

Our Vision: To become the school district of choice for a successful and creative educational experience.

A positive climate for all involved in the educational environment is required in order to fulfill the district's mission. A high level of morale, pride, caring, open communication among all participants, and scholar behavior appropriate to age and circumstance is essential.

The Strategic Framework for our School Community 2025-2030

The purpose of RIMSD 41's Strategic Plan is:

- To provide strategic direction for our district through 2030.
- To serve as an accountability tool to ensure that progress is being made toward the strategic priorities.
- To act as a management tool for setting goals and implementing actions.
- To be an informational piece for the community to convey the district's mission, vision, and core values.

Our beliefs:

We believe...

- all scholars have the ability to learn and grow.
- in high expectations for all.
- a positive climate and culture is essential to learning.
- connections make an impact on scholar learning.
- the community benefits from the shared responsibility for the success of our scholars.
- in cultivating the whole-child for life-long success.
- in equitable opportunities for all.
- our greatness comes from the diversity of our community.

Our call to action:

We call on all school community members to join us in empowering scholars with the knowledge and innovative skills to thrive, reach their full potential, and shape a better future in a rapidly changing world.

Our learner profile:	**Our leader profile:**
● Actively Listens ● Adapts ● Cares ● Collaborates ● Communicates ● Engages ● Perseveres ● Thinks Critically	● Actively Listens ● Adapts ● Builds Trust ● Cares ● Collaborates ● Communicates ● Demonstrates Integrity ● Models ● Motivates

Our Priorities:

Priority 1: We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.

Priority 2: We will provide high-quality instruction, resources, and targeted support.

Priority 3: We will foster clear and consistent communication with all school community members.

Priority 4: We will build and maintain a community that supports all school community members.

Priority 5: We will nurture relationships and connections with all school community members.

Equity Statement

In Alignment with Strategic Plan Core Values, RIMSD 41 acknowledges that past practices, policies, and procedures have placed limits on providing access and opportunity for all scholars. Therefore, in an effort to embrace the diversity within our district, RIMSD 41 is committed to working proactively to address racial and cultural biases while actively eliminating institutional structures that lead to a lack of access, opportunity and equity for all. Culturally-responsive practices involve recognizing and incorporating the assets and strengths all scholars bring into the classroom, and ensuring that learning experiences, from curriculum through assessment, are relevant to all scholars.

This commitment means that scholar success will not be predicted nor predetermined by race, class, socioeconomics, gender, ethnicity, sexual orientation, cognitive/physical ability, diverse language fluency, and religion. In RIMSD 41, we are committed to the following:

RIMSD 41 will provide an equitable, safe, inclusive, and welcoming climate by:

- Ensuring that all buildings provide fair access to facilities, supports and services, resources, culturally relevant teaching practices and services, and that all policies and practices are ADA compliant.
- Hiring diverse staff that is representative of our scholar population.
- Promoting, hosting events that include all stakeholders and are relevant and of interest to all.

RIMSD 41 will become a community and regional asset by:

- Committing to overcoming socioeconomic, cultural, neurodiverse, and language barriers to provide support for scholars. This includes but is not limited to translation services for ALL languages represented in our district, promoting small businesses in the community and seeking them for assistance, and connecting community organizations to scholars they can serve.
- Responding to the needs of our families, faculty and staff by acknowledging and mitigating systems of inequity.
- Actively encouraging two-way education where the school district educates the community and the community in turn educates the school district.

RIMSD 41 will promote positive and consistent family and community collaboration by:

- Identifying equitable communication channels that ensure all families, community members, and alumni have a voice and the opportunity to be heard.
- Forming a coalition with community partners to promote equity by providing resources to families, faculty, staff and other community members.
- Seeking out families as essential partners and resources in their scholars' education, school planning and decision making. Intentionally promoting signage, literature, and languages of our diverse school population.

RIMSD 41 will embrace and celebrate diverse backgrounds, cultures, and perspectives by:

- Encouraging parents and community members of different racial, cultural, neurodiverse, and language backgrounds to be respectful of all cultures.
- Working to reverse the belief that assimilation is a goal for our (various ethnic communities) by understanding how personal, cultural and historic aspects of identity contribute to and enrich our school community.
- Providing a safe environment that encourages expression of our differences in ways that invite dialogue and education rather than cause alienation.
- Celebrating the diverse racial and cultural background of our scholar base by encouraging scholars and staff to share information about their races and cultures on a variety of platforms.

RIMSD 41 will support scholar learning, academic achievement, social and emotional growth, and cultural inclusivity by:

- Providing experiences that enforce the development of positive (cultural) identity that is integrated across grade levels and aligned with cognitive development stages.
- Providing personalized, dedicated support at an early stage in the educational process to overcome obstacles to achievement.
- Providing a culturally relevant classroom experience where all scholars are expected to achieve academically, are exposed to various cultures, and encouraged to develop their sociopolitical consciousness.

RIMSD 41 will empower staff to teach, lead, and serve by:

- Implementing culturally relevant teaching practices that are free of bias and that reflect the contributions and perspectives of all people to eliminate the perpetuation of disparities in achievement.
- Providing professional development specific to equitable practices so staff can become practitioners and leaders in their buildings.
- Monitoring and adapting our interactions, training, and instruction to address these issues in our evolving RIMSD 41 community.
- Developing policy that will ensure a diverse workforce from various cultural backgrounds.

Chain of Communication

Communication is a key ingredient for your child's successful school career. If you have questions or concerns regarding school/attendance center matters, please feel free to contact school District personnel, beginning with the position listed below. Please begin in the order provided in each section. (i.e. Concern Regarding a scholar: Contact the Classroom Teacher first. If things do not get resolved, move to the Principal.)

Topic of Concern	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Threats of any nature	School Level Administrator	District Safety Manager	Deputy Superintendent			
Safety and Security Matters	Teacher	Dean/Assistant Principal	Principal	District Safety Manager	Deputy Superintendent	Superintendent
Disciplinary matters	Teacher	Dean/Assistant Principal	Principal	Director of Student Services	Deputy Superintendent	Superintendent
Health or medical matters	School Nurse	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent	
Attendance	Teacher	School Secretary	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent
Instructional questions or concerns	Teacher	Department Head/ Lead Teacher	Dean/ Assistant Principal	Principal	Assistant Superintendent of Teaching and Learning	Superintendent

School Counseling Services	Teacher	School Counselor	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent
Pre K - 12 Curriculum	Teacher	Principal	Teaching and Learning Coordinator	Assistant Superintendent of Teaching and Learning	Deputy Superintendent	Superintendent
Special Education	Teacher or School Case Manager	School Case Manager or Principal	Principal or Special Education Coordinator	Director of Student Services	Deputy Superintendent	Superintendent
English Learners	Teacher	English Learner Teacher	Principal or English Learner Coordinator	English Learner Director	Deputy Superintendent	Superintendent
Technology Services	Teacher	Audio Visual Coordinator/ Building Technology Leader	Principal	District Technology Team Member	Director of Technology	Superintendent
Transportation	Teacher or School Case Manager	Building Secretary or Administrator	Transportation Johannes Bus Service via Mikki Edmonds, Special Education Liaison	Director of Student Services	Deputy Superintendent	Superintendent

SECTION II: BOARD OF EDUCATION MEETINGS

The Board of Education usually conducts its regular meetings during the second and fourth week of every month, typically on Tuesdays. These meetings are usually held in the District Administration Center, but may be held in schools throughout the District. The Board of Education conducts special meetings as needed. School Board Meeting dates, agendas and minutes are available on the district website at the following link: Rock Island - Milan School District #41 Board Meeting Dates/Agenda/Minutes. The Board encourages members of the community to attend its meetings.

Notice of Non-Discrimination

RIMSD 41 prohibits discrimination and harassment on the basis of race, color, or national origin. Discrimination and harassment on the basis of race, color, or national origin negatively affect a scholar's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its educational programs or activities, and it complies with federal and State non-discrimination laws. The following people have been designated to handle inquiries regarding the non-discrimination policies, per RIMSD 41 Board Policy 2:260, *Uniform Grievance Procedure*:

Non-Discrimination Coordinator:
Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
309-793-5900 Ext. 10282
dominique.moore@rimsd41.org

Complaint Managers:
Alicia Sanders, Director of Student Services
2000 7th Avenue Rock Island, IL 61201
309-793-5910 Ext. 10222
alicia.sanders@rimsd41.org

Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
309-793-5900 Ext. 10282
dominique.moore@rimsd41.org

Harassment Non-Sexual

No person, including a School District employee, agent, or scholar, shall harass, intimidate, or bully a scholar 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; immigration status; 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 bullying, harassing, or intimidating conduct whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Scholars are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. The following people have been designated to handle inquiries regarding bullying, intimidation, and harassment, per RIMSD 41 Board Policy 7:20, *Harassment of Students Prohibited* and RIMSD 41 Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*:

Non-Discrimination Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
309-793-5900 Ext. 10282
dominique.moore@rimsd41.org

Complaint Managers:

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alicia.sanders@rimsd41.org

Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
309-793-5900 Ext. 10282
dominique.moore@rimsd41.org

Title IX Sexual Harassment

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.

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

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 on the basis of 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 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. Any employee who does not promptly make a report may be subject to disciplinary action, up to and including termination of employment. The following people have been designated to handle inquiries regarding Title IX policies, per RIMSD 41 Board Policy 2:265, *Title IX Grievance Procedure*:

Title IX Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
309-793-5900 Ext. 10282
dominique.moore@rimsd41.org

Please see Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure* for more information about the district's Title IX policy or filing a complaint.

SECTION III: REGISTRATION, ENROLLMENT, ATTENDANCE & EMERGENCY INSTRUCTION OR CANCELLATION

Registration Age

To be eligible for admission, a child must be five years old on or before September 1 of the relevant school year and live within District boundaries. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31 of the relevant school year. A child with exceptional needs who qualifies for special education services is eligible for admission at three 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 scholars must register for the upcoming school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of scholars enrolling in the District for the first time must present:

1. A certified copy of the scholar's birth certificate or other reliable proof of the child's identity and age. If a birth certificate is not presented, the Superintendent or designee shall notify the person enrolling the scholar in writing that within 30 days he or she must provide a certified copy of the scholar's birth certificate or, if a birth certificate in unavailable, other reliable proof of the child's identity and age that is supported by a sworn statement explaining why the birth certificate is not available. Other reliable proof the child's identity and age includes a passport, visa or other governmental documentation of the child's identity. If the student was not born in the United States, the District will accept birth certificates or other reliable proof from a foreign government. When a certified copy of the birth certificate, or other reliable proof of the child's identity and age, is presented, the school shall promptly make a copy for its records, place the copy in the scholar's permanent record, and return the record to the person enrolling the child. If a person enrolling a scholar fails to provide a certified copy of the scholar's birth certificate or other reliable proof of the child's identity and age, the Building Principal shall immediately notify the Illinois State Police or local law enforcement agency of the failure and shall also notify the person enrolling the scholar in writing that he or she has 10 additional days to comply. The Principal 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 scholar shall be given the opportunity to voluntarily state whether the scholar 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. Scholars who are children of active duty military personnel transferring into the District 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.

Registration

Registration will be offered online, through Skyward scholar. During registration, families will be required to provide proof of residency. More information regarding registration can be found on the District website at this link: Registration Non-resident students attending District schools will be charged tuition pursuant to Illinois law.

International Scholars

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

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

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

Re-Enrollment

The "Illinois School Student Records Act", 105 ILCS 10/1, prohibits public schools from denying admission to scholars who do not present records from a school previously attended, and further, requires that such schools must furnish requested records to the receiving school within 10 days of request. The responsibility for securing and providing school records rests with the schools rather than with the scholar.

Cross-References:
Board Policy 7:50, ***School Admissions and Student Transfers To and From Non-District Schools***
Board Policy 7:60, ***Residence***

Attendance

Illinois law requires that whoever has custody or control of any child between ages six (by September 1st) and seventeen shall assure that the child attends school in the district in which he or she resides, during the regular school term (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a student enrolled in the District, regardless of the student's age, shall assure that the student attends school during the entire regular school term.

Scholar Absences

The School Code states that a child must "attend some public school in the district wherein the child resides the entire time it is in session during the regular school term" except for a set of enumerated reasons. *See* 105 ILCS 5/26-1. As of the time of drafting this handbook, those excepted from standard attendance requirements include: (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 scholar 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 instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For scholars who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the scholar), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the scholar as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the scholar's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAP, attend a civic event, or other reason as approved by the Building Principal. For scholars 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. Scholars eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a scholar will be excused for up to five days in cases where the scholar's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a scholar for additional days related to such leave or deployment. A scholar and the scholar's parent/guardian are responsible for obtaining assignments from the scholar's teachers prior to any excused absences and for ensuring that such assignments are completed by the scholar prior to his or her return to school.

A valid cause for absence includes illness (including mental or behavioral health of the scholar), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the scholar as determined by the Board, voting pursuant to Board Policy 7:90, *Release During School Hours*, other circumstances that cause reasonable concern to the parent/guardian for the scholar's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Scholars absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

- **Excused Absences:**
    - Personal illness (cases involving vomiting, fever, or diarrhea)
    - Mental Health Days (5 per year)
    - Death in the family
    - Religious Holiday
    - Family emergency

- **Unexcused Absences:**
    - Business that could be held outside regularly scheduled school days
    - Vacations
    - Any absence or tardy that the parent/guardian has not reported to the school by the end of the school day
    - Any absence or tardy to which the parent has not consented
    - Court appearances without documentation
    - Any instance of truancy
    - Absences or tardiness due to oversleeping, transportation, or family issues other than emergency

Scholars who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the Building Principal.

The school may require documentation explaining the reason for the scholar's absence. In the event of any absence, the scholar's parent/guardian should call the school before 8:00 a.m. to explain the reason for the absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Truancy

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent scholars and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

State law provides that school districts are encouraged to provide a system of support to scholars who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the Illinois State Board of Education's ("ISBE") Family Engagement Framework to support and engage scholars and their families to encourage heightened school engagement and improved daily school attendance.

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

Parent(s)/guardian(s) must call if their scholar will not be in school for all or part of the day. Scholars must bring an appointment verification to document excused appointments. Scholars with unexcused absences for 5% or more of the 180 days in the school year are considered chronically or habitually truant.

RIMSD 41, in partnership with the Rock Island Regional Office of Education (RIROE), offers assistance for scholars, families and schools, including attendance awareness programs, truancy prevention hearings, attendance policy development, individual casework, drop-out prevention activities and intervention. Referrals to other entities are not for the purpose of issuing fines or fees as a punishment, but to access additional support and intervention for scholars and families.

Prevention Services Referral Procedure Protocol:

- **Step One**: An Absenteeism Letter is sent to the parent(s)/guardian(s) at 3-5 days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. This is the first notification to the parent(s)/guardian(s). A school-based meeting shall be held to discuss the scholar's attendance.
- **Step Two**: A Referral Letter is sent to the parent(s)/guardian(s) after 6-8 or more days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. At this point, the parent(s)/guardian(s) are notified they have been referred to the Regional Office of Education #49 Prevention Services.
- **Step Three**: Referral to Regional Office-Prevention Services (from school). Schools will fill out a Referral Checklist of unexcused absences and interventions that schools have put in place to assist with the chronic absenteeism. A Truant Officer/Case Manager will be in contact with you to set up a meeting to discuss scholars' truant behavior. A mandatory meeting will be held with school building staff (principal, social worker, counselor, etc.) to develop an attendance plan that may involve community agencies.
- **Step Four**: An Appointment Letter (from RIROE) is sent to the parent(s)/guardian(s) to arrange a meeting with a Prevention Service Specialist regarding the case. This meeting could lead to an Administrative Hearing with the Regional Superintendent of Schools.
- **Step Five**: If, after an Administrative Hearing, attendance continues to be a concern, the Regional Superintendent will refer to the State's Attorney's Office.

The District will collect and review its chronic absence data and determine which systems of support and resources are needed to engage chronically absent scholars and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district.

Release Time for Religious Instruction/Observance

A scholar will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The scholar's parent/guardian must give written notice to the Building Principal at least 5 calendar days before the scholar's anticipated absence(s).

Scholars excused for religious reasons will be given an opportunity to make up for all missed work, including homework and tests, for equivalent academic credit.

Cross-Reference:
Board Policy 7:80, ***Release Time for Religious Instruction/Observation***

Tardiness

Should a scholar arrive late to school, they must report to the school office with a written excuse from their parent/guardian. Failure to provide a written note may result in disciplinary action.

Only five (5) parent/guardian excused tardies are permitted during a given academic year. The parent(s)/guardian(s) and scholar will visit with school to develop an attendance plan if tardies begin to interfere with the learning environment of the scholar. Doctor, dentist, and court appointments are not considered tardies if a note, on letterhead, from the office visited is brought in with the scholar.

Daily Schedule

Regular School Day			Wednesday Early Dismissal	½ Day Dismissals
School	Start Time	End Time	End Time	End Time
RIHS	8:00 AM	3:18 PM	N/A	11:19 AM
TMLC	8:00 AM	3:18 PM	1:30 PM	11:19 AM
EJHS	8:10 AM	2:39 PM	N/A	11:30 AM
WJHS	8:10 AM	2:39 PM	N/A	11:30 AM
Denkmann	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Earl Hanson	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Eugene Field	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Frances Willard	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Longfellow	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Ridgewood	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Rock Island Academy	8:30 AM	3:00 PM	2:10 PM	11:45 AM
RICMS	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Thomas Jefferson	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Head Start Preschool (Part Day)	8:30 AM	12:30 PM	N/A	N/A
Head Start Preschool (Full Day)	8:00 AM	2:30 PM	N/A	N/A
	1st Session		2nd Session	
HMELC/ECSE	8:30 AM	11:00 AM	12:00 PM	2:30 PM

A scholar is considered tardy in Elementary School if he/she is not in his/her classroom by 8:30 AM. In Junior High Schools, a scholar is considered tardy if he/she is not in his/her classroom by 8:10 AM. A scholar at Rock Island High School is considered tardy if he/she is not in his/her classroom by 8:00 AM or the start bell of each class period.

A scholar will also be considered tardy if he/she leaves school early. To be counted in attendance for the full day, scholars must be present for at least five hours.

Parent(s) or guardian(s) are responsible for making sure scholars arrive at school on time each day. Scholars arriving at school after the school start time must be signed in at the office by a parent or guardian. Scholars arriving late by any method of transportation, other than a RIMSD 41 Johannes Bus and the city of Rock Island Metro Link, will be counted tardy. Excessive tardiness is considered to be three or more tardies per semester. For an early release, a parent or guardian must sign out the scholar.

Cross-Reference:
Board Policy *7:70, Attendance and Truancy*

Picking Up Scholar(s) During School Hours

If a scholar must leave early, please send a note stating the reason for their early departure. For the safety of your scholar(s), please report to the office and we will call the scholar(s) to the office for you.

Please allow at least twenty minutes for your scholar(s) to be called down, visit their locker, and meet you at the main office where you will sign the scholar(s) out.

Scholar(s) will only be released to persons identified as guardians or emergency contacts in Skyward or those persons identified by the Scholar's parent/guardian via a written note or phone call.

Home and Hospital Instruction

A scholar who is absent from school, or whose physician, physician assistant, or licensed advance practice registered nurse, anticipates his or her absence from school because of a medical condition may be eligible for instruction in the scholar's home or the relevant 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 scholar receiving special education services will be determined by the scholar's Individualized Education Program (IEP).

A scholar 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 will be provided home instruction under the following circumstances:

1. Before the birth of the child when the scholar's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a scholar must care for his or her ill child if:
    a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the scholar to be absent from school for two or more consecutive weeks; and
    b. The scholar or the scholar's parent/guardian informs the school, in writing, that the scholar needs to care for the child during this period.

4. The scholar must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the scholar's domestic or sexual violence organization informs the school in writing that the care is needed by the scholar and will cause the scholar's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a scholar under No. 3 or No. 4 every two months to determine the scholar's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a scholar's return to school.

For information on home or hospital instruction, contact:

Director of Student Services
2000 - 7th Avenue, Rock Island Illinois 61201
309-793-5900 ext. 10222
Fax 309-793-5984

Cross Reference:
Board Policy 6:150, ***Home and Hospital Instruction***

Emergency Closing of School and E-Learning

Sudden weather changes may require school closures due to hazardous transportation conditions. Although school buildings may be closed, scholars will "attend" school virtually in accordance with RIMSD41's E-Learning Plan.

If this occurs prior to the start of the school day, the District will notify the community through Remind, robo calls, and local news outlets. Whenever possible, the decision will be made the evening before to allow families time to prepare.

If weather conditions require schools to close after the start of the school day or in the early afternoon, announcements will be made via Remind, robo calls, television, and the District's social media platforms. Families are encouraged to follow the District on Facebook (facebook.com/RIMSD41) and Instagram (@rimsd41) for updates.

SECTION IV: GRADING & PROMOTION

Makeup Work

Make-up work for assignments and classroom work missed due to an absence, In-School Suspension (ISS), or Out-of-School Suspension (OSS), is permitted for equivalent academic credit in accordance with Board Policy 7:200, *Suspension Procedures*. Please contact your school or your child's teacher for additional information.

Standards-Based Grading

RIMSD 41 began transitioning to standards-based grading (SBG) in the 2022-2023 school year, with District-wide implementation in the 2024-2025 school year. RIMSD utilizes a SBG system for scholars in Grades K-8. Information pertaining to specifics on SBG, key ideas, and transition from traditional grades to SBG at RIHS can be found on the District's website. More details regarding procedures for SBG are available in the District SBG Parent Guide.

Grading and Report Cards

Grading is an important part of monitoring each scholar's development and is intended to provide parents with an evaluation of the scholar's progress. The District's focus is on meeting State Standards and Grade Level Expectations while taking into account the scholar's individual needs. The District's processes for evaluation and grading reflect that philosophy.

Information about each scholar's progress is shared with parents through phone calls, written notes, special reports, report cards, conferences, and e-mail. Progress reports and report cards are each issued four times per year. Progress reports are issued approximately four (4) to five (5) weeks into each quarter, with scholar report cards issued at the end of each nine (9) week quarter.

Parent/Teacher Conferences are held twice during the school year with the second conference by teacher invitation or parent request only. District wide Parent/Teacher conferences are held at the end of the first quarter. Additional Parent/Teacher conferences are held for junior high and high school scholars in mid third quarter. Additional elementary Parent/Teacher conferences are by request only.

SECTION V: HEALTH

Immunization, Health, Eye & Dental Examination

Required Health Examinations and Immunizations

All scholars are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within 12 months prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the scholar's grade.

Proof of immunization against meningococcal disease is required for scholars in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Scholars between the age of one and seven must provide a statement from a physician assuring that the scholar 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 October 15 of the relevant school year will result in the scholar's exclusion from school until the required health forms are presented to the school, subject to

certain exceptions. A scholar will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New scholars who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a scholar from receiving a required immunization by October 15, the scholar must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All scholars entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the scholar's report card until the scholar presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All scholars entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the relevant school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the scholar presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days of the May 15 deadline.

Exemptions

A scholar will be exempted from the above requirements for:

1. Medical grounds if the scholar's parent/guardian presents to the Building Principal a signed statement explaining the objection in compliance with Illinois public health regulations;
2. Religious grounds if the scholar's parent/guardian presents to the Building Principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification in compliance with Illinois public health regulations;
4. Eye examination requirement if the scholar's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the scholar's parent/guardian shows an undue burden or a lack of access to a dentist.

Cross-References:
Board Policy 7:100, ***Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students***

Health & Vision Screening by School Nurses

Vision screening services are provided annually to: all early childhood children who are three years old; all children who are in special education classes; scholars in kindergarten, second and eighth grades; transfer scholars; and by referral. Parents may object to vision screening on religious grounds.

Note: 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 screening if an optometrist or ophthalmologist has completed and signed a report indicating that an examination has been administered within the previous 12 months.

Each scholar is screened for hearing problems: annually in Special Education, early childhood, kindergarten, first, second, and third grade; upon enrollment for new scholars; and by referral. Parents may object to a hearing screening on religious grounds.

Note: A screening for hearing is not a substitute for a complete hearing evaluation by a physician. Your child is not required to undergo this screening if a physician or audiologist has completed and signed a report indicating that an examination has been administered within the previous 12 months.

Deviations from normal vision and hearing are rechecked personally by the nurse. A written referral is sent to the parents when follow-up is indicated.

Illness

When a scholar or employee is suspected of having a viral illness causing vomiting, such as norovirus, the ill person should stay home for 24 hours after the last vomiting episode to reduce exposure risk to others. Scholars may "vomit" for reasons that are not contagious. It is the school nurse's assessment that determines whether a scholar can return before 24 hours or stay in school.

Scholars and employees should remain home for 24 hours until they are free of fever without fever-reducing medications (such as Ibuprofen or Acetaminophen). Scholars and employees should remain home until they are free of diarrhea for 24 hours.

Scholar Medication

In accordance with state law and Board Policy 7:270, *Administering Medicines to Students*, students should not take medication during school hours or during school-related activities unless it is necessary for a scholar's health and well-being. When a scholar's licensed health care provider and parent/guardian believe that it is necessary for the scholar to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any scholar, or supervise a scholar's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the scholar's parent/guardian. No scholar is allowed to

possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A scholar may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the scholar's discretion, provided the scholar's parent/guardian has completed and signed a School Medication Authorization Form and a written statement from the scholar's physician, physician assistant, or advanced practice registered nurse stating the name and purpose of the epinephrine injector, prescribed dosage, and the time(s) at which or circumstances under which the epinephrine injector is to be administered.

Scholars who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the scholar's diabetes care plan, which must be on file with the school.

Scholars with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the scholar's seizure action plan, which must be on file with the school.

Scholars may self-administer (but not possess on their person) other medications required under a qualified plan, provided the scholar's parent/guardian has completed and signed a School Medication Authorization Form.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a scholar's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A scholar's parent/guardian must indemnify and hold harmless the District, and its employees and agents, against all claims, except for willful and wanton conduct, arising out of a scholar's self-administration of an epinephrine injector, asthma medication, and/or a medication authorized by a qualifying plan. The District and its employees and agents, including a physician, physician assistant, or advanced practice registered nurse providing standing protocol and a prescription for self-administered medications, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of a self-administered medication regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying scholars are allowed to utilize medical cannabis infused products while at school and school events. Please contact the Building Principal for additional information. Discipline of a scholar for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a scholar attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of scholars, should rely on the school or district for the availability of

undesignated medication. This procedure does not guarantee the availability of undesignated medications. Scholars and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Scholars

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

Cross-References:
Board Policy 7:270, ***Administering Medicines to Students***

Emergency Care of District Scholars

Should a RIMSD 41 scholar be injured while being transported by or in attendance at a school, the District will act in the best interest of the scholar. First aid for minor injuries which occur at school and will be provided in the health office. Paramedics will be called in an emergency. The parent/guardian shall assume any expenses for the emergency transportation or treatment initiated by school personnel while acting in the best interest of the child.

Communicable Disease

RIMSD 41 will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, scholars 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 scholar 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 scholar's doctor stating that the scholar is no longer contagious or at risk of spreading the communicable disease.

Cross-References:
Board Policy 7:280, ***Communicable and Chronic Infectious Disease***

Care of Scholars with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and attending school functions, a Diabetes Care Plan must be submitted to the Building Principal. Parents/guardians are responsible for and must:

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the Diabetes Care Plan.
4. 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.

Prevention of Anaphylaxis

While it is not possible for RIMSD 41 to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and scholars who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross-References:
Board Policy 7:285, ***Anaphylaxis Prevention, Response, and Management Program***

Head Lice

The school will observe the following procedures regarding head lice in compliance with the recommendations of the Center for Disease Control ("CDC") and the Illinois Department of Public Health. According to the CDC, head lice can be a nuisance, but they do not carry disease and are not a health concern. Students with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill lice.

Scholars Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence ("Article 26A Scholars")

Domestic and sexual violence affect a scholar's ability to learn. Scholars who are parents or expectant parents have unique needs. Providing support services that enable scholars who are parents, expectant parents, or victims of domestic or sexual violence ("Article 26A scholars") to succeed in school are important school and district goals and are required by law. *See* 105 ILCS 5/26A.

Requesting Support Services

To facilitate the full participation of Article 26A scholars, the school district provides in-school support services and information regarding non-school-based support services. Article 26A scholars 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 scholar to meet with counselors or other service providers, excusing the scholar from class as necessary for circumstances consistent with their Article 26A status, and assisting scholars with the development of a scholar success plan.

An Article 26A scholar and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A scholars and information on support services by contacting the Article 26A Resource Person listed below.

Article 26A Resource Person:
RIMSD 41 Student Services Department
2000 - 7th Avenue, Rock Island, Illinois 61201
309-793-5900, ext. 10222

Filing a Complaint

An Article 26A scholar and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Scholars, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Title IX/Nondiscrimination Coordinator:
Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 - 7th Avenue, Rock Island, Illinois 61201
dominique.moore@rimsd41.org
309-793-5900, ext. 10282

Complaint Manager:
Alicia Sanders, Director of Student Services
2000 - 7th Avenue, Rock Island, Illinois 61201
alicia.sanders@rimsd41.org
309-793-5900, ext. 10222

Retaliation Prohibited

Retaliation against an Article 26A scholar 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.

Cross-References:
Board Policy 7:255, ***Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence***

Accommodating Breastfeeding Scholars

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

1. Access to a private and secure room, other than a bathroom, to express breast 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 scholar'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 scholar's use of reasonable accommodations for breastfeeding.

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

SECTION VI: SOCIAL EMOTIONAL & MENTAL HEALTH SUPPORTS

Social Emotional Learning

Social Emotional Learning ("SEL") helps scholars build the skills they need to understand and manage their emotions, make positive choices, and develop healthy relationships. Through SEL, scholars learn how to:

- Recognize and express emotions in healthy way
- Build confidence and understand personal strengths
- Set goals and work toward them
- Solve problems and make responsible decisions
- Show empathy and respect for others
- Work well with classmates, teachers, and the school community

SEL is woven into everyday classroom activities, school expectations, and supportive relationships. It helps create a safe, respectful, and welcoming school environment where all scholars can learn and grow.

School Counseling

Our school counseling team is here to support every scholar, every day. School counselors work with scholars from grades K-12 to help them grow academically, socially, and emotionally. Counselors partner with scholars, families, teachers, and administrators to create a safe, welcoming, and inclusive school environment where all scholars can thrive.

What School Counselors Do:

- Academic Support: Assist scholars with study skills, time management, class scheduling, and goal-setting.
- Social-Emotional Support: Provide strategies for managing emotions, building healthy friendships, and solving conflicts.
- College & Career Readiness: Help scholars explore interest, understand future pathways, and plan for life after high school
- Collaboration & Advocacy: Work with families and staff to ensure each scholar has access to the resources and supports they need.

Scholar Access to School Counselors

Scholars may request to see a counselor through teacher referral, parent request, or by reaching out to a school counselor directly. Counselors are available for short-term, school-based support, and can help connect families with additional community resources if needed.

The school provides a counseling program for scholars. The school's counselors are available to those scholars who require additional assistance. Under Illinois law, any scholar 12 years of age or older may receive counseling services without consent of the scholar's parent/guardian. However, until the consent of the scholar's parent/guardian has been obtained, counseling services provided to a scholar under the age of 17 are generally limited to no more than eight 90-minute sessions.

Cross-References:
Board Policy 6:270, ***Guidance and Counseling Program***
Board Policy 7:250, ***Student Support Services***

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 scholars to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The District maintains scholar and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the District's policy, is posted on the District website. Information can also be obtained from the school counseling office.

Cross-Reference:
Board Policy 7:290, ***Suicide and Depression Awareness and Prevention***

Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education ("ISBE") maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse,

organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm scholars, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a scholar's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include, but are not limited to, 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

District employees are expected to maintain professional and appropriate relationships with scholars based upon scholars' 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 scholar, (iii) that is directed toward or with a scholar to establish a romantic or sexual relationship with the scholar.

Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a scholar
- Dating or soliciting a date from a scholar
- Engaging in sexualized or romantic dialog with a scholar
- Making sexually suggestive comments that are directed toward or with a scholar
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a scholar
- Failing to respect boundaries or listening when a scholar says "no"
- Engaging in touching that a scholar or scholar's parents/guardians have indicated as unwanted
- Trying to be a scholar's friend rather than filling an adult role in the scholar's life
- Failing to maintain age-appropriate relationships with scholars
- Talking with scholars about personal problems or relationships
- Spending time alone with a scholar outside of their role in the scholar's life or making up excuses to be alone with a scholar
- Expressing unusual interest in a scholar's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a scholar gifts without occasion or reason
- Spending a lot of time with a scholar
- Restricting a scholar's access to other adults

Warning Signs of Boundary Violations

District employees breach employee-scholar boundaries when they misuse their position of power over a scholar in a way that compromises the scholar's health, safety, or general welfare.

Examples of boundary violations include, but are not limited to, the following:

- Favoring a certain scholar by inviting the scholar to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a scholar
- Discussing personal issues with a scholar

- Meeting with a scholar off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a scholar (in person or virtually) outside of a professional role
- Transporting a scholar in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual scholar
- Sending a scholar on personal errands
- Intervening in a serious scholar problem instead of referring the scholar to an appropriately trained professional
- Sexual or romantic invitations toward or from a scholar
- Taking and using photos/videos of scholars for non-educational purposes
- Initiating or extending contact with a scholar beyond the school day in a one-on-one or non-group setting
- Inviting a scholar to an employee's home
- Adding a scholar on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a scholar
- Maintaining intense eye contact with a scholar
- Making comments about a scholar's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a scholar
- 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 District.

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)

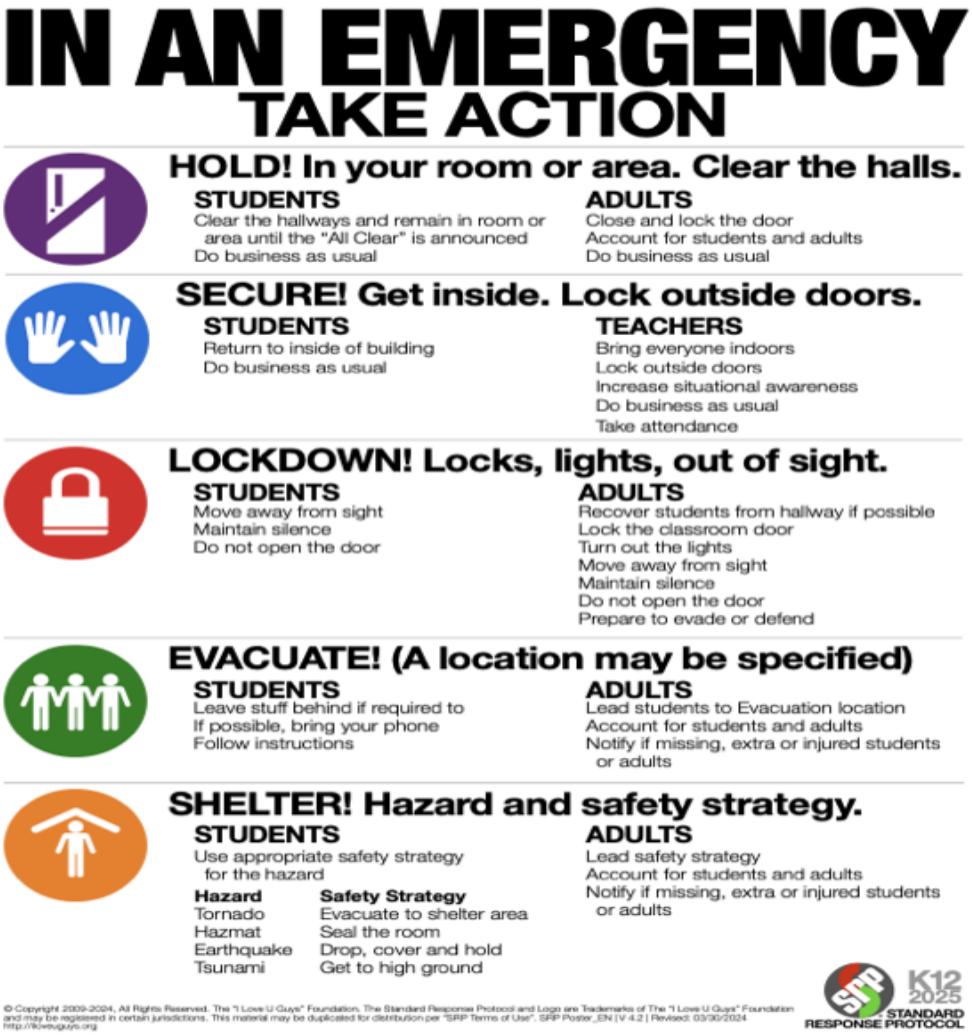
Cross-References:
Board Policy 4:165, ***Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors***

SECTION VII: SCHOOL SAFETY

Emergency drills related to fire, severe weather, and crisis situations are planned and regularly practiced. This is in accordance with Illinois law and recommendations of officials of the Civil Defense Program, Fire Department, Police Department, and the Rock Island Regional Office of Education.

Safety Drill Procedures and Conduct

Scholars are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a scholar's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to scholars.



Cross-References: **Board Policy 4:170,** ***Safety***

Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing scholars' ability to learn and a school's ability to educate. Providing scholars and staff with access to a safe and secure environment is an important goal of the District. While it is not possible to completely eliminate threats, the District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and scholars 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).

Scholars and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a scholar from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Cross-Reference:
Board Policy 4:190, *Targeted School Violence Prevention Program*

Targeted School Violence Prevention and Threat Assessment Education

Scholar safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify threats and prevent targeted school violence. This process is part of the Targeted School Violence Prevention Program (the "Program"). For more information, see Board Policy 4:190, *Targeted School Violence Prevention Program*. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing any information about safety concerns with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: scholars, parents/guardians, staff, and community members. The question-and-answer section below is designed to help scholars, parents/guardians, and staff understand when school officials want individuals to share information about safety concerns.

What is a threat?

A threat is a concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or scholars through acts of violence or other behavior that could cause harm to themselves or others. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat regardless of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes scholars make threats that may seem funny or to be intended as "jokes," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is a joke or serious, the responsible thing to do is to tell the Principal or other District staff member.

What is targeted school violence?

Targeted school violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not "just snap," but have engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third-party communication of intent to cause harm is often referred to as leakage. Reporting leakage is key to preventing targeted school violence.

Who is required to report threats?

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and scholars are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school's Threat Assessment Team ("TAT"). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What can staff and parents/guardians do?

The TAT will provide guidance to scholars and staff regarding recognizing concerning, aberrant, threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

- Threatening statements or gestures
- Persons with ongoing, unresolved grievances with members of the school community
- Atypical, unusual, or bizarre communications or behavior
- Significant changes in behavior
- Increased focus or fixation on aspects of violence, harm, or death
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves

- Behavior that significantly disrupts the learning or working environment
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school

Staff and parents/guardians can reinforce this guidance by discussing with scholars what a threat is, encouraging scholars not to make threats or "joking" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate

Surveillance Cameras

RIMSD 41 utilizes video surveillance cameras in District buildings and on District property to help ensure the safety and security of our scholars and staff.

Video surveillance is used for the following purposes:

1. To promote the safety, health, and well-being of scholars, staff, and visitors.
2. To assist in the detection, reduction, and prevention of vandalism and other unsafe behaviors.

All RIMSD 41 buildings and grounds where video surveillance is in use display signage at public entrances notifying individuals of camera use. Additional notices may be posted in other locations as determined appropriate by district personnel.

Visitor Management

RIMSD 41 uses a visitor management system that requires all visitors to check in upon entering the building by presenting a state-issued identification card, driver's license, or passport.

Parents and guardians are always welcome to visit our schools. To support a smooth visit, we recommend contacting the staff member or principal at least one day in advance. Upon arrival, all visitors must check in at the front office and present a state-issued ID, driver's license, or passport.

All visitors to school property shall comply with Board Policy 8:30, *Visitors to and Conduct on School Property*.

SECTION VIII: SCHOLAR CODE OF CONDUCT

Learning to accept responsibility is an important part of every scholar's education. The corrective actions contained within this book govern scholar conduct throughout the District and relate to every school program. Each scholar is responsible for knowing and abiding by the rules and for behaving in a manner that does not detract from the educational environment. The code is intended to be utilized at all of the attendance centers within the District. It is also intended to be utilized as a resource guide for school administrators, scholars, and parent(s)/guardian(s). The code is divided into a range of infractions and corrective actions. The levels are progressive in nature, but the aim is to eliminate behavior that does not comply with this Code of Conduct. Relationship building is essential, and all behavioral issues should be addressed in a positive manner.

Not all corrective actions bear a "one-to-one" relationship with a disciplinary infraction. District administrators will rely on their individual discretion when dealing with corrective actions for scholars and address scholar conduct on a case-by-case basis. Administration/staff will employ corrective actions appropriate to the age of the scholar. Provisions of laws governing the administration of corrective actions and those covering special education will be followed.

Please note that the code may be amended during the school year at any time without notice due to changes in Illinois School Policies released through Board of Education approval actions.

Scholar Rights and Responsibilities

Every scholar in RIMSD 41 has the right to attend school in a safe environment that is free of harassment, bullying, intimidation, threats to personal safety, or any other form of violence.

It is the scholar's responsibility to:

- Participate in an educational environment that promotes learning;
- Read the District Code of Conduct;
- Respect the rights and property of others including peers, faculty, staff, parent(s)/guardian(s), the school, and the surrounding community;
- Be aware of and follow school's behavioral expectations;
- Resolve personal disputes in a peaceful and responsible manner;
- Understand that any act of violence may involve law enforcement notification;
- Be aware of potentially violent or dangerous situations, such as, when people threaten to harm themselves or others, seek help from school staff, a parent, or any adult they trust.

Parent/Guardian Rights and Responsibilities

Parent(s)/guardian(s) have the right to expect their scholar(s) school to provide the opportunity for their scholar(s) to learn in a safe, supportive setting that is free from discrimination, intimidation, and threat of harm. Parent(s)/guardian(s) need to know the rules and policies of their scholar(s) school and that of the RIMSD 41. Parents(s)/guardian(s) need to be given the opportunity to confer with their scholar(s) teacher or principal (including any administrator) regarding academic placement, progress, and social adjustment.

It is imperative that parent(s)/guardian(s) read the Scholar Handbook and scholar Code of Conduct and review it with their scholar(s).

RIMSD 41 ensures collaborative relationships between scholars' families and the District, and seeks to enable parent(s)/guardian(s) to become active partners in their scholar(s) education (Board Policy 8:95, *Parental Involvement*). The District will partner with parents/guardians to:

1. Keep parent(s)/guardian(s) thoroughly informed about their scholar(s) school and education.
2. Encourage parent(s)/guardian(s) to be involved in their scholar(s) school and education.
3. Establish effective two-way communication between parent(s)/guardian(s) and the District.
4. Seek input from parent(s)/guardian(s) on significant school-related issues.
5. Inform parent(s)/guardian(s) on how they can assist with their scholar(s) learning.

School Responsibilities

RIMSD 41 administrators, teachers, families, scholars, support staff, and community members have a responsibility to work together to provide a quality educational program and to form positive relationships with all scholar(s). District schools have the responsibility to establish clear expectations and standards of behavior that will provide a safe, effective, and rewarding learning environment (Board Policy 7:190, *Student Behavior*). The District will take steps to maintain order and to demonstrate mutual respect and caring for one another in an environment free from harassment and bullying (Board Policy 7:20, *Harassment of Students Prohibited*).

Schools have the responsibility to:

- Focus on academic achievement for all scholar(s) and promote good citizenship and character;
- Provide a caring environment where safety issues are discussed openly, where scholars have opportunities to share their concerns and feel safe in expressing their feelings;
- Involve families in meaningful ways, and make an effort to be sensitive to the concerns and needs of families;
- Refer scholars experiencing academic, social, behavioral, or attendance difficulties to the Building Intervention Team (BIT);
- Develop and establish connections to community resources and services to address scholar needs;
- Emphasize a positive relationship among scholars and staff;
- Provide scholars with age appropriate and fair due process.

Employee Conduct Standards

Professional and ethical behavior is expected of all District staff members. District staff should demonstrate positive examples of preparedness, punctuality, attendance, self-control, language, and appearance. They are expected to maintain integrity and a professional relationship with all scholars and parent(s)/guardian(s). Staff must also maintain a safe and healthy environment free from bias, discrimination, harassment, intimidation, bullying, hazing, substance abuse, and violence.

Communication Between Home and School

Communication between home and school plays a vital role in the education of scholars. When there are concerns about a scholar's academic progress, behavior, safety, or response to discipline, it becomes the responsibility of school personnel to communicate with parent(s)/guardian(s) about those concerns so the matter can be addressed at home as well as at school. Similarly, when parent(s)/guardian(s) have concerns about their scholar, they are responsible for communicating with school personnel using the outlined reporting protocol as outlined in the chart located on pages 3-4 of this Scholar Handbook.

Parents/guardians should request a meeting with the Building Principal or a designee to discuss any issues they feel have not been adequately addressed by building staff. If a parent feels that the concerns have not been addressed, they should send their concerns to the Director of Scholar Services by filling out the District complaint form located at each school building or electronically at www.rimsd41.org (Report a Concern).

The Director of Scholar Services is a District Complaint Manager. A scholar, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board Policy, or has a complaint arising under any of the laws or policies outlined in Board Policy 2:260, *Uniform Grievance Procedure*.

Upon receipt of a complaint, the Director of Scholar Services will contact the parent/guardian who submitted the complaint as soon as reasonably possible. It is important that parent(s)/guardian(s) work with school officials to assist in helping their child be successful academically, behaviorally, and socially. When conflict arises, it is understood that parent(s)/guardian(s) have an interest in all scholars involved in the conflict. Please note that school personnel are prohibited from discussing the corrective actions given to another scholar.

School Dress Code & Scholar Appearance

A scholar's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards, may disrupt the education process or learning atmosphere, or may depict or imply hatred or prejudice against a protected class. Please note that appropriateness or offensiveness are standards determined by the school and District administration. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists, or religious hairstyles, hair-related religious practices, or facial hair worn in accordance with a scholar's sincerely held religious beliefs. The District also does not prohibit the right of a scholar to wear or accessorize the scholar's graduation attire with items associated with the scholar's cultural, ethnic, or religious identity or other characteristic or category protected under the Illinois Human Rights Act. *See* 775 ILCS 5/1-103.

Scholars are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Scholars are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Scholar dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Scholar dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the Building Principal will make the final decision.
- Scholars whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the scholar, other scholars, staff or others may be subject to discipline.

Scholars whose dress or appearance violates the dress code, disrupts the educational environment or school operations, or compromises health and safety standards will be required to modify their appearance, including but not limited to changing, removing, or covering an item of clothing. Scholars who refuse to modify their appearance or continue to violate the dress code may be subject to discipline pursuant to Board Policy 7:190, *Student Behavior.* Class time spent securing appropriate clothing will be made up.

Cross-Reference:
Board Policy 7:160, *Student Appearance*

Scholar Identification Badges

All scholars in grades 7 - 12 are required to wear their school-issued scholar ID badge, keeping it visible at all times while on campus. The ID badge is an important part of maintaining a safe and secure school environment. Scholars must:

- Wear the ID on a lanyard or clip so it is visible on the front of their clothing.
- Present their ID when requested by any staff member.
- Use their ID for access to school facilities, events, transportation, or meal services.
- Immediately report a lost or stolen ID to the main office and obtain a replacement.

Failure to wear or present a valid scholar ID may result in disciplinary action.

Lockers

All school lockers are the property of the District. They may be searched at any time consistent with Board Policy 7:140, *Search and Seizure.* Scholars may not share lockers with others and should report broken or malfunctioning lockers to school authorities.

Backpack Use

To ensure the safety of our scholars, families, and staff, all backpacks will not be allowed to be carried from class to class. All backpacks must be secured in the scholar's assigned school locker. Grades that do not have lockers will be directed by the classroom teachers where the secure location can be found.

Scholar Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Scholars are prohibited from using electronic devices, except as provided herein or as otherwise authorized pursuant to an approved accommodation, Section 504 Plan, or IEP. An electronic device includes, but is not limited to, the following: cell phone, smart phone, smart watch, audio or video recording device, personal digital assistant (PDA), iPad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the Building Principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a scholar's IEP or Section 504 Plan; or (c) it is needed in an emergency that threatens the safety of scholars, staff, or other individuals.

Scholars are allowed to use electronic devices during non-instructional time, which is defined as before and after school hours and during the scholar's lunch period.

Electronic devices may never be used in any manner that disrupts the educational environment, violates scholar 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 District are not responsible for the loss, theft or damage to any electronic device brought to school.

School officials may conduct an investigation or require a scholar to cooperate in an investigation if there is specific information about activity on the scholar's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the scholar may be required to share the content that is reported in order to allow school officials to make a factual determination.

Search and Seizure

In order to maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of scholars and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Scholars

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 scholar, without notice to or the consent of the scholar. Scholars have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

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

Scholars Searches

School authorities may search a scholar and/or the scholar's personal effects in the scholar'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 scholar has violated or is violating either the law or the school or District's scholar rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the scholar'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 liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The parent(s)/guardian(s) of the student shall be notified of the search as soon as possible.

Access to Scholar Social Networking Passwords & Websites

School officials may require a scholar to cooperate in an investigation if there is specific information indicating activity on the scholar's account on a social networking website is connected to the school environment and may violate the school's disciplinary rules, District policy, or substantially disrupt school operations. The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/ *et seq*.

1. In the course of the investigation, the scholar may be required to share the content that is reported in order for the school to make a factual determination.

2. School officials may not request or require a scholar or his or her parent/guardian to provide a password or other related account information to gain access to the scholar's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the scholar 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 Scholars 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 scholar 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 scholar's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the scholar's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to a social worker, psychologist, nurse, school counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross-Reference:
Board Policy 7:140, ***Search and Seizure***

Policy on Hazing

Hazing is the practice of rituals and other activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups including gangs, sports teams, schools, military units, fraternities, and sororities. Hazing is often prohibited by law and may comprise either physical or psychological abuse. Soliciting, encouraging, aiding, or engaging in hazing is prohibited by Board Policy.

Cross-References:
Board Policy 7:190, ***Student Behavior***
Board Policy 7:240, ***Conduct Code for Participants in Extracurricular Activities***

Anonymous Reporting

Scholars, staff, and parent(s)/guardian(s) carry a responsibility to inform school officials if they hear of a potentially dangerous situation in the school setting. Scholars are encouraged to report important information regarding school safety to adults in the following ways:

- Tell an adult you trust. The adult will share your information with the proper authorities.
- Send your concerns to the Director of Student Services by filling out the District complaint form located at each school building or electronically at www.rimsd41.org (Report a Concern).
- Call the Illinois School Violence Tip Line at 1-800-477-0024.

RIMSD 41 and law enforcement agencies have determined that for the safety and welfare of the general public, and that of the scholars and employees of the District, and consistent with state law, it is important to have a reciprocal reporting system that allows the sharing of information regarding criminal offenses committed by scholars.

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

Scholar Behavior

PBIS Classroom & Office Managed Behaviors & Interventions

Teachers are encouraged to try a variety of teaching and classroom management strategies. These interventions are designed to correct behavior so that students may learn and demonstrate *Being Respectful, Being Responsible, and Being Safe.*

Teacher/Classroom Managed Behaviors	**Universal Interventions for all students**
➢ Inappropriate language not targeted ➢ Physical Contact (Horseplay/minor contact) ➢ Defiance/Non-Compliance (Disrespect) ➢ Disruptive ➢ Tardy ➢ Electronic Violation - Non Sexual/Violent (Technology) ➢ Unprepared ➢ Inappropriate drink/food/gum ➢ Homework ➢ Dishonesty ➢ Cheating	➢ A private, positive conference with student (Build positive relationship) ➢ Seat change ➢ Pre-correction & Redirection: Re-state expectations in a short and positive manner ➢ Visual reminders of expectations at individual and/or classroom level ➢ Role-play replacement behavior (practice) ➢ Buddy Classroom: student reflects in another classroom and is allowed extended time away. ➢ Parent/Guardian accompanies student in class ➢ Daily progress report for behavior (with parent signature) ➢ Increase positive acknowledgements/recognition ➢ Goal-setting & reflection with student ➢ Provide student with breaks ➢ Develop and use cueing systems to prompt student to engage in proper behavior ➢ Positive greetings/encouragement at the door daily ➢ Behavior contract ➢ Other

Office Managed Behaviors	Possible Interventions
➢ Aggressive Behavior (physical or verbal) ➢ Bullying ➢ Harassment ➢ Stealing (contingent on value of item) ➢ Major property damage ➢ Inappropriate language directed to staff and/or intent to harm ➢ Drugs/Alcohol/Tobacco ➢ Gang activity ➢ Threats ➢ Fighting ➢ Weapons ➢ Electronic Violation - Sexual (Technology)	➢ Conference with Student ➢ Referral to Counselor/Other ➢ Parent Contact ➢ Parent Conference ➢ Intervention Team ➢ Safety Plan ➢ Threat Assessment (low/high) ➢ Attendance Referral ➢ Community Agency ➢ Other **Exclusionary Discipline, aligned to SB100, must pose a threat to the school community or substantially disrupt, impede, or interfere with the learning environment.*

The goals and objectives of this policy are to provide effective corrective actions that: (1) ensure the safety and dignity of scholars 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 scholar's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach scholars positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A scholar is subject to corrective actions for engaging in prohibited scholar conduct, as described in the preceding section, whenever the scholar'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, including through the use of online platforms or electronic communication, 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 scholars, staff, or school property.

Prohibited Scholar Conduct

The school administration is authorized to implement corrective actions to scholars for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Scholars who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
    a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the scholar is authorized to be administered a medical cannabis infused product under Ashley's Law, 105 ILCS 5/22-33).
    b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the scholar by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a scholar for whom medical cannabis has been prescribed, is prohibited unless the scholar is authorized to be administered a medical cannabis infused product under Ashley's Law.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a scholar 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 scholar engaged in behavior that would lead a reasonable person to believe that the scholar 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 scholar's use of asthma or other legally prescribed inhalant medications.
    f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
    g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a scholar believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a scholar engaged in behavior that would lead a reasonable person to believe that the scholar expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
    h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. Scholars 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 in their possession.
4. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or otherwise violating the Weapons section of this policy, Board policy, or applicable ISBE guidance regarding weapons and school safety.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate scholar conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight

during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a scholar's individualized education program (IEP) or Section 504 plan; (c)it is used during the scholar's lunch period, or (d) it is needed in an emergency that threatens the safety of scholars, staff, or other individuals.

7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of where 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 State law. (sexting is never for consensual for minor children)
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of scholar conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. Scholars are encouraged to engage with emerging technologies, including generative artificial intelligence (AI) as a learning tool.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person and/or scholar or urging other scholars to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board Policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a scholar, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a scholar inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of scholars, staff, or school property.

For purposes of this policy, the term possession includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the scholar's person; (b) contained in another item belonging to, or under the control of, the scholar, such as in the scholar's clothing, backpack, or automobile; (c) in a school's scholar locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter scholars, 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 scholar 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 corrective actions, including suspension or expulsion, for such behavior.

No corrective actions shall be taken against any scholar that is based totally or in part on the refusal of the scholar's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the scholar.

Corrective Actions 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 corrective actions before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage scholars to drop out voluntarily due to behavioral or academic difficulties. Potential corrective actions measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Corrective Actions conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.

6. In-school suspension. The Building Principal or designee shall ensure that the scholar is properly supervised.
7. After-school study or Saturday study provided the scholar's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative corrective action measure must be used. The scholar must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the scholar and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school corrective actions rules.
10. Suspension of bus riding privileges in accordance with Board Policy 7:220, *Bus Conduct.*
11. Out-of-school suspension from school and all school activities in accordance with Board Policy 7:200, *Suspension Procedures*. A scholar who has been suspended shall also be restricted from being on school grounds and at school activities.
12. 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 scholar who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the scholar 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 Illinois School Code. *See* 105 ILCS 5/13A *et seq*.; 105 ILCS 5/13B *et seq*.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of corrective actions 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 scholar because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Scholars enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of scholars from the program(s).

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

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the scholar's behavior presents an imminent danger of serious physical harm to the scholar or others, other less restrictive and intrusive measures were tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the scholar, and the school staff members or

members applying the intervention have been trained in its safe application pursuant to Illinois law. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the scholar or others. The use of prone restraint is prohibited.

Weapons

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

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

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for scholars in theater, 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 scholar 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.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No scholar on or about school property or at any school activity or whenever the scholar's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other scholars to act with physical violence upon any other person.

Re-Engagement of Returning Scholars

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

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger scholars under his or her supervision; (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident; or (3) observes a battery committed against any staff member or is subject to a battery. School grounds include modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Additionally, school officials must notify the office of the principal upon the occurrence of one of the following situations:

1. they observe any person in possession of a firearm on school grounds;
2. they become aware of any person in possession of a firearm on school grounds; or
3. they become aware of any threat of gun violence on school grounds.

In the event that the report is related to a threat of firearm violence made by a scholar, the principal of their designee must attempt to notify that scholar's parent/guardian as soon as possible, so that they can ensure the scholar does not have access to a firearm.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify the local law enforcement. In addition, upon receiving a report of any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a scholar is reportedly in possession of a firearm, also any involved scholar's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the ISBE through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when scholars are under his or her charge, is authorized to impose any corrective actions measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on scholar corrective actions. Teachers, other certificated (i.e., licensed) educational employees, and other persons providing a related service for or with respect to a scholar, may use reasonable force as needed to maintain safety for other scholars, school personnel, or other persons, or for the purpose of self-defense or defense of property

and in compliance with the Isolated Time Out, Time Out, and Physical Restraint procedures as outlined above. Teachers may temporarily remove scholars from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, or Dean of Scholars is authorized to impose the same corrective actions measures as teachers and may suspend scholars 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 scholar from riding the bus in excess of 10 school days for safety reasons.

Scholar Handbook

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

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

Cross-References:
Board Policy 7:190, ***Student Behavior***

Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a scholar to in-school suspension, the charges will be explained and the scholar will be given an opportunity to respond to the charges (including parent communication prior to moving a scholar from their regular learning environment).
2. Scholars are supervised by licensed school personnel.
3. Scholars are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the scholar will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the scholar can be immediately suspended when the scholar's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the scholar's parent(s)/guardian(s) (including a minimum of three documented attempts to contact a parent/guardian using phone numbers in Skyward)
4. A written notice of the suspension to the parent(s)/guardian(s) and the scholar, which shall:
    a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
    b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
    d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the scholar or his or her act of gross disobedience or misconduct; and
    e. Depending upon the length of the out-of-school suspension, include the following applicable information:
        i. For a suspension of 3 school days or less, an explanation that the scholar's continuing presence in school would either pose:
            1. A threat to school safety, or
            2. A disruption to other scholars' learning opportunities.
        ii. For a suspension of 4 or more school days, an explanation:

1. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
2. As to whether school officials attempted other interventions or determined that no other interventions were available for the scholar, and
3. That the scholar's continuing presence in school would either:
    a. Pose a threat to the safety of other scholars, staff, or members of the school community, or
    b. Substantially disrupt, impede, or interfere with the operation of the school.

iii. For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Building Administration determining what, if any, appropriate and available support services will be provided to the scholar during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
    a. At the review, the scholar's parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the scholar's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A and discuss the suspension with the Board or its hearing officer. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.
    b. If the review involves allegations of sexual violence by the scholar, neither the scholar nor the scholar's representative shall directly question nor have direct contact with the alleged victim. The scholar or the scholar's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.
    c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
    d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Cross-Reference:
Board Policy 7:200, *Suspension Procedures*

Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a scholar may be expelled, the scholar and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the scholar should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
    a. Include the time, date, and place for the hearing.
    b. Briefly describe what will happen during the hearing.
    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
    d. Inform the scholar and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the scholar throughout the proceedings and to address the Board or its hearing officer.
    e. Inform the scholar and parent(s)/guardian(s) that a support person of their choice and at their expense is permitted to accompany the scholar throughout the proceedings.
    f. List the scholar's prior suspension(s).
    g. State that the School Code allows the Board of Education to expel a scholar for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
    h. Ask that the scholar or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the scholar will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the scholar and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the scholar is guilty of the gross disobedience or misconduct as charged.
    a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the scholar, and (2) evidence of the threat or disruption posed by the scholar.
    b. The scholar and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the scholar should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing

5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the scholar, its written expulsion decision shall:
    a. Detail the specific reason why removing the scholar from his or her learning environment is in the best interest of the school.
    b. Provide a rationale for the specific duration of the recommended expulsion.
    c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the scholar.
    d. Document how the scholar's continuing presence in school would (1) pose a threat to the safety of other scholars, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

Upon expulsion, the District may refer the scholar to appropriate and available support services.

Cross-Reference:
Board Policy 7:210, *Expulsion Procedures*

Misconduct by Students with Disabilities

Behavioral Interventions

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

Discipline of Scholars with Special Education Needs

The District shall comply with the Individuals With Disabilities Education Act ("IDEA") and the Illinois State Board of Education's Special Education rules when disciplining scholars with special education needs. No scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is determined to be a manifestation of his or her disability.

Functional Behavioral Assessment and Behavior Intervention Plan

When a child with a disability exhibits severe behavioral difficulties, schools have a responsibility to focus on positive and proactive approaches rather than relying on exclusionary practices. A functional behavioral assessment (FBA) refers to a school-based team that meets to examine the child's problem behaviors to figure out when, where, and why they are occurring. A behavior management plan (BIP) provides the school with an action plan so that when the problem behavior occurs, teachers and schools will know how to respond.

School Suspensions/Expulsions or Disciplinary Removals

Scholars with disabilities can be suspended for up to 10 school days, much like any other scholar. However, scholars with disabilities have special rights if the District wants to suspend them for more than 10 cumulative school days in the same year or expel them. Expulsion and suspensions over cumulative 10 school days have such an effect on a special education scholars that they are considered a change in placement.

Manifestation Determination Review Meeting

If the District wants to expel or suspend a scholar with a disability for more than 10 cumulative school days, it must convene a manifestation determination review meeting. The MDR must be held within 10 school days of the District's notice of any decision to change the placement of the scholar with a disability because of a violation of this code of student conduct. This meeting is to determine if the behavior was caused by or had a direct and substantial relationship to the child's disability. The IEP team should also look to see if the child's IEP was being followed.

If the IEP team decides that the behavior was a manifestation of the scholar's disability, the District cannot expel the scholar or suspend the scholar for more than 10 school days. If the behavior was NOT a manifestation, the District CAN expel or suspend the scholar for over 10 school days. The scholar will still be entitled to educational services while suspended or expelled. However, certain exceptions apply. *See* Interim Alternative Education Setting section below.

Expulsion

Expulsion is the most severe discipline that a school administrator can impose. If the behavior was NOT a manifestation of the disability, the scholar in special education can be expelled like any other scholar, though the scholar shall be entitled to a Free and Appropriate Public Education ("FAPE") during the term of the expulsion. The Board will determine if the facts warrant expulsion. However, unlike other expelled scholars, the District must still provide educational services for the special education scholar who has been expelled. The District's expulsion hearing officer does not decide where the scholar will be schooled during expulsion. The IEP team, including the parent, decides where continued school services will be provided, but it could be an alternative school or home based.

Interim Alternative Educational Setting (IAES)

The District has alternatives for disciplining scholars with disabilities. School authorities can remove a scholar for not more than 45 school days for the following:

1. Carrying a weapon to school OR to a school function ,
2. Knowingly possessing or using illegal drugs at school or a school function, OR
3. Inflicting serious bodily injury on another person while at school or a school function.

The scholar will then attend an interim alternative educational setting ("IAES"). When there are weapons, drugs, or serious injury, the scholar can be sent to an IAES even if the IEP team decides the behavior was a manifestation of the scholar's disability.

Cross-References:
Board Policy *7:230, Misconduct by Students with Disabilities*

Suspension and Expulsion in Early Childhood

Position Statement on Preventing Expulsion of Children Birth to Five: In accordance with Public Act 100-0105, RIMSD 41 Early Childhood Program does not support suspension and/or expulsion in early childhood.

When a child shows consistently challenging behaviors, the following steps are followed to address the child's needs and keep him/her in the program:

1. Initial observations of challenging behaviors
2. Consultation with the School Social Worker, School Psychologist, and the early childhood special education evaluation team
3. Communication with the family, family input in any intervention, and/or referral for MTSS (Multiple System of Support) with the early childhood team
4. Via MTSS problem-solving, the team may develop a plan to be implemented by school personnel, family, and/or referral to outside resources
5. A referral may be warranted to conduct a comprehensive multidisciplinary case study evaluation (Child Find, IDEA). If so, the early childhood team will provide parental notification of meeting, obtain parental permission for evaluation, and determine eligibility for special education services.

Additionally, professional development training and resources related to behavior management, crisis prevention, and social-emotional learning (Nonviolent Crisis Intervention - Crisis Prevention Institute Training and/or Conscious Discipline Social Emotional Learning) are provided to all early childhood staff.

Should a situation arise where there is documented evidence that all possible interventions and supports recommended by qualified professionals have been exhausted, and it is unanimously determined by the family, teacher, program administrators, and other service providers that another setting is more appropriate for the well-being of the child, the team will work together to develop a seamless transition plan and use that plan to implement a smooth transition.

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a scholar's ability to learn and a school's ability to educate. Preventing scholars from engaging in these disruptive behaviors and providing all scholars equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or

expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes: (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 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.

Scholars 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 scholar is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination/Title IX Coordinator:
Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
dominique.moore@rimsd41.org
309-793-5900 ext. 10282

Complaint Managers:
Alicia Sanders, Director of Student Services
2000 7th Avenue Rock Island, IL 61201
alicia.sanders@rimsd41.org
309-793-5900 ext. 10222

Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
dominique.moore@rimsd41.org
309-793-5900 ext. 10282

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A scholar's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A scholar will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Scholars and parents/guardians are also encouraged to read the following Board Policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment.*

Consistent with federal and State laws and rules governing scholar privacy rights, the parents/guardians 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. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as

appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

Cross-References:
Board Policy 7:20, *Harassment of Students Prohibited*
Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*
Board Policy 7:190, *Student Behavior*
Board Policy 2:260, *Uniform Grievance Procedure*

Harassment of Scholars Prohibited

No person, including a District employee or agent, or scholar, shall harass, intimidate, or bully a scholar on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. 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 scholar'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 of or prejudice toward 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 Sexual Harassment Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or scholar, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of 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.

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 scholar 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 - Scholars are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Scholars, a Complaint Manager, or any employee with whom the scholar is comfortable speaking. A scholar may choose to report to an employee of the same gender.

District Reports under this policy will be considered a report under Board Policy 2:260, *Uniform Grievance Procedure*, and/or Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination/Title IX Coordinator:
Dr. Dominique Moore, Assistant Superintendent of Human Resources
2000 7th Avenue Rock Island, IL 61201
dominique.moore@rimsd41.org
309-793-5900 ext. 10282

Complaint Managers:
Alicia Sanders, Director of Student Services
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The Superintendent shall use reasonable measures to inform staff members and scholars of the policy by including:

1. For scholars, age-appropriate information about the contents of this policy in the District's scholar handbook(s), on the District's website, and, if applicable, in any other area where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy is 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 or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge. Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

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 Nondiscrimination Coordinator or designee shall consider whether action under Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged scholar harassment that does not require action under Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board Policies 2:260, *Uniform Grievance Procedure*, and/or *7:190, Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

An alleged incident of sexual exploitation 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.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board Policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or Board Policy 2:260, *Uniform Grievance Procedure*.

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District scholar 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 Sexual Harassment Grievance Procedure*. Scholars should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Cross-References:
Board Policy 7:20, *Harassment of Students Prohibited*
Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure*
Board Policy 2:260, *Uniform Grievance Procedure*
Board Policy 7:190, *Student Behavior*
Board Policy 5:90, *Abused and Neglected Child Reporting*
Board Policy 7:185, *Teen Dating Violence Prohibited*

<table>
<tr><th colspan="2">Elementary Grades K-6
Categories of Effective Corrective Action Practices and Outcomes</th></tr>
<tr><td colspan="2">Category 1
Category 1 acts of effective corrective actions interventions for misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school related activities. Teachers and/or staff members will respond to Category 1 disruptions based on the circumstances and actions of the scholar(s).</td></tr>
<tr><td>Category 1 infractions may include but are not limited to:
Inappropriate behavior which results in a disruption of the school day in the classroom
Throwing objects at scholars and staff, non-threatening
Encouraging others to fight</td><td>Appropriate Intervention Action:

There is immediate intervention of Category 1 infractions by the teacher, staff member, and/or administrator who is supervising the scholar or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:
Learning Opportunity
Reflection Room
Referral to the Building Counselor
Mediated Conversation(s)
Conference with Parent/Teacher/Counselor/Dean
Alternative to Suspension
1 to 2 Day Out of School Suspension</td></tr>
</table>

Category 2
Category 2 acts of effective corrective actions intervention require the additional attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other scholars. Under administrative discretion, it may be necessary to elevate to a higher level of appropriate interventions of teachers and/or staff members.

Category 2 infractions may include but are not limited to: ● Physical Fighting ● Hitting / Slapping / Kicking / Shoving / Running Over ● Bullying and Harassment, including Cyber-Bullying ● Theft ● Biting ● Vandalism ● Lewd or Licentious Behavior ● Purposeful Damage to School Property ● Intentional Spitting or Spreading Bodily Fluids ● Physical and Verbal Threats ● Throwing Objects at Others on Purpose ● Inappropriate Behavior which results in a wide disruption of school (cafeteria, hallways, etc.) ● Plan/Plotting to hurt other scholars ● Deliberately pulling fire alarm ● Violation of scholar privacy, taking or distributing photos without consent in scholar locker rooms and bathrooms ● Possession of Tobacco, Marijuana, or Drug Paraphernalia ● Distribution of sexually inappropriate videos or photos of other scholars	Appropriate Intervention Action: The scholar is referred to the administration for appropriate corrective action. The administrator will meet with the scholar and will determine the most appropriate response. Repeated Category 2 acts may require the implementation of Category 3 actions. One or more of the following appropriate intervention actions may occur but are not limited to: ● Reflection Room ● Referral to the Counselor ● Mediated Conversation(s) ● Conference with Parent/Teacher/Counselor/Dean ● Alternative to Suspension ● In School Suspension ● 1 to 5 days of Out of School Suspension (Superintendent and/or Designee permission for 4 or 5 days of Out of School Suspension)

Category 3
Category 3 effective corrective actions interventions involve acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school.

Category 3 acts are handled by the administration. The corrective actions interventions will be determined by the extent of the resources available and what is in the best interest of all scholars. Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of scholar). These infractions include but are not limited to:	Appropriate Intervention Action: ● Reflection Room ● Referral to the Counselor ● Mediated Conversation(s) ● Conference with Parent/Teacher/Counselor/Dean ● Alternative to Suspension ● In School Suspension

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- Sexual Harassment
- Look-alike* weapon possession
- Battery, behaviors which cause scholar injuries
- Threats of physical injury to staff

*look-alikes: Any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item. Ex: a green leafy plant material, which is claimed, believed, or appears to be marijuana.

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- 1 to 3 days of Out of School Suspension
- 4 to 7 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 7 days of Out of School Suspension)

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<tr>
<td colspan="2">Category 4
Category 4 effective corrective actions interventions involve actions which are so serious that they typically require administrative actions which result in some type of removal of the scholar from the school.</td>
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Category 4 acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:

- Threats of school-wide violence and extreme physical injury
- Extreme physical injury to staff/scholar
- Arson
- Specific/planned threats of injury to staff
- Inciting mob action
- Possession of weapon
- Possession/distribution of drugs

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Appropriate Intervention Action:

The administrator investigates the offense, confers with staff member(s) and scholar(s) involved, and meets with the scholar. If the administrator determines that facts revealed during investigation warrants immediate removal from the school environment, parent(s)/guardian(s) are notified. Consequences for Category 4 offenses are based on the seriousness of the incident and become more restrictive as the behavior persists.
One or more of the following consequences may occur but are not limited to:

- Reflection Room
- Referral to the Counselor
- Mediated Conversation(s)
- Conference with Parent/Teacher/Counselor/Dean
- Alternative to Suspension
- In School Suspension
- 1 to 3 days of Out of School Suspension
- 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)
- Manifestation of Determination Review (if applicable to a corrective actions change of placement)
- Possible Expulsion

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</table>

Involvement of law enforcement officials: School officials will contact law enforcement officials if and when appropriate.

A complete and accurate report is submitted for review to the Director of Student Services whenever consequences for a Category 4 infraction are given. Administration will submit all recommendations for expulsions to the Director of Student Services for review and processing. The Director will, in turn, follow board policy and inform the Superintendent of Schools and Board of Education as warranted or specified by law.

<table>
<tr><th colspan="2">Secondary Grades 7-12
Categories of Effective Corrective Action Practices and Outcomes</th></tr>
<tr><td colspan="2">Category 1
Category 1 acts of effective corrective actions interventions for misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school related activities. Teachers and/or staff members will respond to Category 1 disruptions based on the circumstances and actions of the scholar(s).</td></tr>
<tr><td>Category 1 infractions may include but are not limited to:
Displaying gang signs
Inappropriate behavior which results in a disruption of the school day in the classroom or on school grounds
Intentional interference of staff preventing them from maintaining a safe and orderly learning environment
Encouraging others to fight</td><td>Appropriate Intervention Action:

There is immediate intervention of Category 1 infractions by the teacher, staff member, and/or administrator who is supervising the scholar or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:
Learning Opportunity
Reflection Room Referral
Reintegration Day
Referral to Counselor
Mediated Conversation(s)
Conversations with Parent/Teacher/Counselor/Dean
Alternative to Suspension (ATS)
In School Suspension (ISS)
1 to 3 days Out of School Suspension (OSS)</td></tr>
<tr><td colspan="2">Category 2
Category 2 acts of effective corrective actions intervention require the additional attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other scholars. Under administrative discretion, it may be necessary to elevate to a higher level of appropriate interventions of teachers and/or staff members.</td></tr>
<tr><td>Category 2 infractions may include but are not limited to:
Theft
Vandalism
Throwing objects at scholars and staff
Hitting/Slapping/Kicking</td><td>Appropriate Intervention Action:

The scholar is referred to the administration for appropriate corrective action. The administrator will meet with the scholar and will determine the most appropriate response. Repeated Category 2</td></tr>
</table>

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- Extortion
- Stalking/Violation of Privacy
- Lewd or Licentious/inappropriate behavior
- Harassment (non-sexual in nature)
- Bullying (including cyberbullying)
- Physical Fighting
- Less severe scholar threats
- Possession of Tobacco, Marijuana or Drug Paraphernalia
- Alcohol/Marijuana: Use or Possession
- Distribution of inappropriate videos or photos of other scholars

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acts may require the implementation of Category 3 actions. One or more of the following appropriate intervention actions may occur but are not limited to:

- Learning Opportunity
- Reflection Room Referral
- Reintegration Day
- Referral to Counselor
- Mediated Conversation(s)
- Conversations with Parent/Teacher/Counselor/Dean
- Alternative to Suspension (ATS)
- In School Suspension (ISS)
- 1 to 3 days Out of School Suspension (OSS)
- 4 to 7 days of Out of School Suspension (Superintendent and/or Designee permission for 4 to 7 days of Out of School Suspension)

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<tr><td colspan="2">

Category 3
Category 3 effective corrective actions interventions involve acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school.

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Category 3 acts are handled by the administration. The disciplinary interventions will be determined by the extent of the resources available and what is in the best interest of all scholars.

Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of scholar). These infractions include but are not limited to:

- Deliberately pulling fire alarm or discharging a fire extinguisher
- Drugs (Unauthorized Controlled Substances or Narcotics): Use or Possession
- Threats of serious or significant injury to peers
- Sexual Harassment
- Distribution of sexually inappropriate videos or photos of self or other scholars
- Intentional placement of body fluids on another person/belongings
- Battery, behaviors which cause scholar injuries
- Battery to staff, inappropriate or unsolicited touching

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Appropriate Intervention Action:

- Reflection Room
- Referral to Counselor
- Mediated Conversation(s)
- Conference with Parent/Teacher/Counselor/Dean
- Alternative to Suspension
- In School Suspension
- 1 to 3 days of Out of School Suspension
- 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)
- Manifestation Determination Review (if applicable to a corrective action change of placement)

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- Intimidation, exposing another to hate or ridicule
- Threats of physical injury to staff

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<tr><td colspan="2">Category 4
Category 4 effective corrective actions interventions involve actions which are so serious that they typically require administrative actions which result in some type of removal of the scholar from the school</td></tr>
<tr><td>

Category 4 acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:

- Threats of school wide violence
- Inciting mob action
- Arson
- Possession of weapon or look-alike*
- Specific/planned threats of injury to staff
- Distribution of drugs/alcohol on school property
- Battery and other similar behaviors which cause intentional physical injury to staff
- Sexual Assault of another scholar on campus or during school event

*look-alikes: Any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item. Ex: a green leafy plant material, which is claimed, believed, or appears to be marijuana.

</td><td>

Appropriate Intervention Action:
The administrator investigates the offense, confers with staff member(s) and scholar(s) involved, and meets with the scholar. If the administrator determines that facts revealed during investigation warrants immediate removal from the school environment, parent(s)/guardian(s) are notified. Consequences for Category 4 offenses are based on the seriousness of the incident and become more restrictive as the behavior persists.
One or more of the following consequences may occur but are not limited to:

- Reflection Room
- Referral to Counselor
- Mediated Conversation(s)
- Conference with Parent/Teacher/Counselor/Dean
- Alternative to Suspension
- In School Suspension
- 1 to 3 days of Out of School Suspension
- 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)
- Manifestation of Determination Review (if applicable to a corrective actions change of placement)
- Possible Expulsion

</td></tr>
</table>

Involvement of law enforcement officials: School officials will contact law enforcement officials if and when appropriate.

A complete and accurate report is submitted for review to the Director of Student Services whenever consequences for a Category 4 infraction are given. Administration will submit all recommendations for expulsions to the Director of Student Services for review and processing. The Director will, in turn, follow board policy and inform the Superintendent of Schools and Board as warranted or required by law.

SECTION IX: EXTRACURRICULAR AND ATHLETIC ACTIVITIES

Extracurricular Activity Code of Conduct

This Section pertains to all Illinois High School Association (IHSA) athletics and activities, including: Football, Sideline Cheer, Boys' and Girls' Cross Country, Boys' and Girls' Golf, Boys' and Girls' Soccer, Boys' and Girls' Swimming, Boys' and Girls' Tennis, Volleyball, Boys' and Girls' Basketball, Bowling, Boys and Girls Wrestling, Baseball, Softball, Boys' and Girls' Track, Bass Fishing, Chorus, Debate, Scholastic Bowl, Scholar Council.

All fans in attendance at any RIMSD 41 extracurricular events are expected to follow the IHSA sportsmanship core values.

Rules and Regulations for School Athletics and Activities

The RIMSD 41 School Board has established the rules and regulations for school athletics and activities. Scholars wishing to participate in school athletics and activities must meet the requirements established by the school District in order to be a participant. Failure to abide by this policy and the administrative regulations supporting it may be cause for corrective actions. Records of violations of the Code of Conduct will be kept by the Athletic/Activities Director and Principal.

Extracurricular Sports and Activities Are a Privilege

Participation in scholar athletics and activities is considered an extension of, but separate from, the regular school program. While the regular academic program is a right afforded to each scholar, participation in athletics and activities is a privilege. This privilege requires scholars to meet certain expectations beyond those found in the traditional classroom setting. Since participation is a privilege, the school has the authority to suspend or revoke this privilege for those who do not conduct themselves in a responsible manner as determined by RIMSD 41. Activities and organizations subject to the IHSA Extracurricular Code of Conduct include all athletic programs as well as the following IHSA activities: Sideline Cheer, Bass Fishing, Chorus, Debate, Scholastic Bowl, and Scholar Council.

Expectations and Responsibilities

All participants in athletics or other activities are expected to abide by all school rules and regulations as outlined in this code book, as well as current IHSA Eligibility Rules and Regulations, where applicable. Compliance with the Extracurricular Activity Code of Conduct is a year-round policy. This policy starts the first time you sign it until the day of graduation or last day of competition, whichever comes last. Section 3.140 of the IHSA By-laws states: "scholars participating in interscholastic athletic contests in violation of the By-laws, or other persons found to be in gross violation of the ethics of the competition or the principles of good sportsmanship, may be barred by the Board of Directors from interscholastic contests. (Poor scholar behavior may bar his/her team from future contests or cause his/her team to forfeit a contest.)"

The coach/sponsor of each individual activity may issue additional eligibility requirements and regulations. These regulations must be monitored and approved by the Principal or Athletic/Activities Director.

Any scholar who is found to have violated the Extracurricular Activity Code of Conduct may be deemed ineligible for a period of time as described below or may be given alternative consequences as listed. In addition to corrective actions responses as provided with the RIMSD 41 discipline code, a scholar involved in extracurricular athletics and/or activities may lose eligibility under the Extracurricular Activity Code of Conduct for any of the following behaviors, included but not limited to:

- Possession, use, or purchase of tobacco products, alcoholic beverages, or illegal drugs. Unauthorized possession, use or purchase of otherwise lawful drugs.
- Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, regardless of whether the scholar was cited, arrested, convicted or adjudicated for the act.
- Inappropriate or offensive conduct such as fighting, insubordinate responses to persons of authority (including but not limited to: game officials, opposing coaches, security personnel, administrators, teachers), hazing, bullying, or harassment of others.

Investigation materials may include evidence recovered through social media or an electronic communication device.

If, in the determination of the Athletic/Activities Director or Designee, a scholar violates the District Code of Conduct or the Extracurricular Activity Code of Conduct, then the scholar may be subject to the consequences listed below but are not limited to these alone. The Athletic/Activities Director or Principal will determine consequences on an individual basis based on the seriousness of the violation. The Athletic/Activities Director or Principal may also accelerate the loss of privileges listed below for any level of offense.

Corrective Actions

- First Offense: A suspension up to 25% of regular season contests or activities will be applied to the next relevant contest or activity (tournament play, next sport involved, etc.) or community service hours. The scholar will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).
- Second Offense: Suspension from activity for 50% of the number of regular season contests/activities, applied to the next relevant contest/activity (tournament play, next activity or sport involved in, etc.). Scholars are expected to continue to attend practices.
- Third Offense: A one-year suspension, 365 days from the date of infraction, of all sports and activities. Scholars will not be listed on rosters and are not allowed to practice.
- Fourth Offense: No further participation in interscholastic contests/activities throughout RIMSD 41 from the date of the fourth offense.

Other disciplinary actions may include but are not limited to:

- Enroll in an approved program and complete the evaluation as stipulated by the Athletic/Activities Director. Any cost of screening and rehabilitation or counseling is the responsibility of the scholar and/or parent(s)/guardian(s).
- Establish community service with the Athletic/Activities Director and Principal approval.
    - First Offense: Ten (10) hours of service

- Second Offense: Twenty (20) hours of service

Failure to complete an alternative corrective actions consequence will immediately revert to the appropriate above listed consequence (first, second, third offenses).

All suspensions will begin with the first contest after the offense in which the scholar is to compete. It is the responsibility of the Athletic/Activities Director to clearly communicate with coaches, parent(s)/guardian(s), and scholars the number of scheduled contest/activity dates and the numbers associated with the percentage of suspension that can be imposed at the beginning of each season. If a scholar goes one calendar year from the date in which an Extracurricular Activity Code of Conduct disciplinary consequence is imposed, without another violation, the scholar will be reinstated as if there was no prior violation. This reinstatement may be used only one time during a scholar's attendance at Rock Island High School.

All corrective actions outlined in this document apply only to the extracurricular activities outlined above. These policies do not supersede or replace other requirements and consequences under School Board Policy and such consequences are not mutually exclusive.

Conditions of Corrective Actions

- When a scholar is ineligible to compete/participate, they may accompany the team (as long as travel occurs after the end of the school day) and sit on the bench but they may not wear a team uniform, warm up garments, or sweats. Scholars on suspension are not allowed to leave school before the end of the school day.
- The penalty may carry over from one sport or activity to the next sport or activity in which the scholar is involved. Penalties may also carry over from one school year to the next. Penalties apply to the next appropriate season. (Ex. If a football player incurs an infraction in May, and does not participate in spring sports, the suspension can be imposed in the fall of the next school year.)
- The Extracurricular Activity Code of Conduct is a cumulative 4-year policy at the high school. Offenses add onto one another. Scholars do not start with a clean slate each year.
- The Extracurricular Activity Code of Conduct is a cumulative 2-year policy at the junior high school. Offenses add on to one another. Scholars do not start with a clean slate each year.

Corrective Actions Procedures and Actions

This section covers the procedures, actions and/or penalties for infractions or deviations from those rules outlined in the above paragraphs.

- Before any suspension provided for in this code shall take effect, the scholar/athlete shall be verbally advised of the alleged violation. Upon being informed of a possible infraction, the Athletic/Activities Director immediately investigates the allegation. Investigation may include but not be limited to: interviews, Dean's reports, security reports, social media posts, and any other relevant information provided by authorized personnel. The scholar involved in extracurricular activities will be provided with due process and will have an opportunity to explain their conduct.
- After completing the investigation, the Athletic/Activities Director will confer with the Principal to determine if a consequence is warranted and if so what that consequence should be.

- If consequences are to be imposed, the Athletic/Activities Director will inform the scholar verbally and in writing within one (1) business day of the decision. The Athletic/Activities Director will also verbally inform the parent(s)/guardian(s) within one (1) business day and send the written notification through the mail. A copy of this letter will be filed and kept by the Athletic/Activities Director and Principal.

Extracurricular Activity Code Appeals Clause

An Extracurricular Activity Appeals Committee consisting of the Principal, Athletic/Activities Director, a Dean, one head coach, and one non-coaching staff member will exist at the high school and junior high schools. This committee will be established at the start of each school year. If the coach of a scholar requesting an appeal is a member of the Appeals Committee, he/she must recuse themselves from the appeal. The Principal shall appoint a replacement for the appeal.

A scholar involved in extracurricular activities, who has been suspended from participation in a RIMSD 41 School sport or activity for violation of this code, may make a formal appeal request, in writing, to the Extracurricular Activity Appeals Committee within two (2) business days of the verbal notification. In the letter of appeal, the scholar will state why he/she should be reinstated. The Athletic/Activities Director will convene the Extracurricular Activity Appeals Committee within one (1) business day of receiving the appeal from the parent(s)/guardian(s). The scholar and parent(s)/guardian(s) will be notified of the committee's decision by the end of the day of the appeal.

After appealing to the Extracurricular Activity Appeals Committee, if the scholar is not satisfied with the Extracurricular Activity Appeals Committee's decision, the scholar may appeal, in writing, to the District superintendent within two (2) business days. The hearing shall be private, although the scholar will be permitted to present his/her position through witnesses. The scholar will be notified, in writing, of the superintendent's decision within one (1) business day of the appeal.

If parent(s)/guardian(s) are not satisfied with the appeal to the superintendent, they may appeal to the school board. They must present the appeal in writing to the superintendent within two (2) business days of the decision of the superintendent appeal. The superintendent will forward the appeal to all members of the school board immediately after receiving the request in writing.

Scholar Athlete Concussions and Head Injuries

Scholar athletes must comply with Illinois' Youth Sports Concussion Safety Act and 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 scholar 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, the School District's return-to-play and return-to-learn protocols.

Cross-Reference:
Board Policy 7:305, Student Athlete Concussions and Head Injuries

SECTION X: SPECIAL EDUCATION

Education of Children with Disabilities

It is the intent of the District to ensure that scholars with disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act ("IDEA") are identified, evaluated and provided with appropriate educational services.

The School provides a Free Appropriate Public Education ("FAPE") in the Least Restrictive Environment ("LRE") and necessary related services to all children with disabilities enrolled in the school. In Illinois, the term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that scholars 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 District office.

Scholars with disabilities who do not qualify for an IEP, as required by IDEA and implementing provisions of Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the scholar (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:
RIMSD 41 Special Services Office
2000 7th Avenue, Rock Island, Illinois 61201
309-793-5900, ext. 10224

Cross-References:
Board Policy 6:120, *Education of Children with Disabilities*

Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Scholars

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education scholars.

No special education scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Cross-References:
PRESS 7:190-AP4, Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint
PRESS 7:230, Misconduct by Students with Disabilities

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided with an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Cross-Reference:
Board Policy 8:70, ***Accommodating Individuals with Disabilities***

Exemption From PE Requirements

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

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the scholar's participation as required by the Superintendent or designee.

A scholar requiring adapted physical education will receive that service in accordance with the scholar's Individualized Education Program.

Cross-Reference:
Board Policy 7:260 Exemption from Physical Education

Certificate of High School Completion

A scholar with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the scholar's 4 years of high school, qualifies for a certificate of completion after the scholar has completed 4 years of high school. The scholar is encouraged to participate in the graduation ceremony of his or her high school graduation class.

Cross-Reference:
Board Policy 6:300, Graduation Requirements

Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a scholar receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the Building Principal.

Cross-References:
Board Policy 6:120, Education of Children with Disabilities

Early Childhood Screening

Children ages 3-5 years are encouraged to undergo a developmental screening in the areas of hearing, vision, speech and language and general development. If screening results indicate the need for further assessment, parents/guardians will be notified and written consent will be requested. The early childhood screening is a service provided at no charge to residents of RIMSD 41. Questions about screening procedures or dates may be directed to the Early Childhood Director at 309-793-5928.

Screening of children ages zero to three is also available through District 41 in conjunction with other community agencies. Questions about 0-3 screening may be directed to the Early Childhood Director at 309-793-5928.

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.

Cross-Reference:
PRESS 7:340-AP1, School Student Records

PUNS (Prioritization of Urgency of Need for Services)

Database Information for Scholars 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.

For further information, please contact:

RIMSD 41 Special Services Office
2000 7th Avenue, Rock Island, Illinois 61201
309-793-5900, ext. 10224

Medicaid Data Release-Special Education Scholars Only

If your child receives special education services and is also Medicaid eligible, RIMSD 41 can seek partial reimbursement from Medicaid for health services documented in your child's Individualized Education Program (IEP.) Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for scholars.

The reimbursement process requires the school district to provide Medicaid with your child's name, birthdate and Medicaid number. Federal law requires annual notification of our intent to pursue this reimbursement opportunity.

If you approve of the release of information to Medicaid, do nothing.

If you object to the release of information to Medicaid, now or at any time in the future, please state your objection in writing and forward it to the Director of Student Services, 2000 7th Avenue, Rock Island, Illinois 61201.

Regardless of your decision the district must continue to provide, at no cost to you, the services listed in your child's IEP.

The program has no impact on your child or your family's current or future Medicaid benefits. Under federal law, your decision to participate in this program CANNOT:

1. Decrease lifetime coverage of any other public service benefit
2. Result in your family paying for services that would otherwise be covered by Medicaid
3. Increase your premiums or lead to discontinuation of benefits or insurance or
4. Result in the loss of eligibility for home and community-based waivers

Your continued consent allows us to recover a portion of the costs associated with providing health services to your child.

SECTION XI: Services for Children and Families who Speak Languages Other Than English

Bilingual Education

RIMSD 41 provides a continuum of language support services through both a Transitional Program of Instruction (TPI)—English as a Second Language (ESL), delivered exclusively in English—and Transitional Bilingual Education (TBE) Programming, in which services are delivered in English and supported in the scholar's home language. TBE programming is offered in any school where at least 20 English Learners (ELs) share the same home language, and is typically not provided when the scholar population for a given language is below this threshold.

At present, the District offers TBE programming for the following languages and grade spans:

- Spanish: Kindergarten through Grade 6
- Swahili: Kindergarten through Grade 5

All families complete a Home Language Survey (HLS) at registration. When a language other than English or American Sign Language (ASL) is indicated, the scholar is administered an academic English language proficiency screener. Scholars who do not yet demonstrate proficiency qualify for EL services.

Scholars whose home languages are not part of our bilingual program receive TPI services delivered by ESL-endorsed educators, either within the general education setting or, when appropriate, in a small-group instructional model. Scholars in bilingual programming receive core content instruction, English language development, and instruction in the history and culture of the country or territory of family origin, delivered in both English and the home language throughout the school day.

In addition to these formal program structures, the District has a growing cadre of educators, support staff, and cultural liaisons who bring essential linguistic and cultural expertise to our schools. Staff members across multiple buildings speak Swahili, Spanish, Kirundi, and Karen, enabling us to offer enhanced communication, culturally responsive engagement, and informal language support to scholars and families—even in schools that do not meet the threshold for a formal bilingual program. This linguistic capacity strengthens our TPI services, improves family–school partnership, and supports scholars' social–emotional well-being by ensuring they can interact with trusted adults who share their language and cultural background.

The District also supports multilingualism through the Illinois **State Seal of Biliteracy** and the Commendation Toward Biliteracy. These state-recognized credentials, awarded at the high school level, honor scholars who demonstrate a high level of proficiency in English and one or more additional languages. While participation in bilingual programming is not required, early access to high-quality language development services, culturally sustaining instruction, and interaction with multilingual staff helps prepare scholars to pursue these distinctions in later grades. The Seal of Biliteracy provides scholars with an officially recognized credential on their transcript, offers opportunities for college credit in Illinois public institutions, and affirms the academic value of maintaining and developing their home language.

Accommodating Multilingual Learners in the Classroom

Multilingual Learners (MLs), also referred to as English Learners (ELs), have the right to receive instruction and assessment that are appropriately adapted to their current level of English language proficiency. These rights are protected under federal law (Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act), as well as Illinois state regulations governing the education of English Learners.

The District is responsible for ensuring that every ML has meaningful access to grade-level curriculum. To do so, educators provide accommodations and support that make instruction understandable and allow scholars to demonstrate what they know and can do, regardless of their developing English skills. These accommodations do not change learning expectations; rather, they ensure that language does not prevent scholars from participating fully in classroom learning.

Instructional accommodations may include:

- Use of visual supports, graphic organizers, realia, and modeled examples
- Modified language in teacher explanations without reducing academic rigor
- Frontloading of key vocabulary and concepts
- Extended processing time and opportunities for repetition and clarification
- Strategic grouping for peer support and guided practice
- Access to bilingual staff or language support when available

Assessment accommodations may include:

- Simplified or clarified directions (in English or the scholar's home language, when possible)
- Additional time for classroom assessments
- Alternative formats to demonstrate learning (oral responses, visuals, projects)
- Use of glossaries or word banks
- Reduced linguistic load on assignments while maintaining the academic standard being assessed

These accommodations are determined based on each scholar's English language proficiency level, as measured by the state's English language proficiency screener and annual assessments. Classroom teachers collaborate with ESL/bilingual staff to ensure that accommodations are appropriate, consistently applied, and aligned with each scholar's instructional needs.

Families are encouraged to communicate with school staff if they have questions about the language support their child receives. The District values the linguistic assets scholars bring to our schools and is committed to providing equitable, accessible, and high-quality instruction for all Multilingual Learners.

Interpretation Services

RIMSD 41 is committed to providing translation and interpretation services for parents and guardians who speak a language other than English. The District offers translated versions of important communications, including letters, surveys, and any requested documents or flyers from individual school buildings.

In addition, RIMSD 41 provides interpretation services for meetings with your child's teacher, principal, and for special education meetings. If a face-to-face interpreter is not available, the District will provide an interpreter through iTek. Both translation and interpretation services are scheduled and provided upon request through school administrators and staff.

Districts are required to provide interpreters for parents in IEP and 504 planning meetings. This includes the provision of interpreter services for parents/ guardians whose native language is not English or a sign language interpreter for parents/guardians who are deaf or hard of hearing. In the absence of qualified interpreters on staff, school districts may use outside vendors including telephonic interpreters. Parents/guardians have the right to request documents considered to be related to special education eligibility, evaluation and implementation of services to be translated into their native language. Please reach out to your child's special education case manager to make a request for an interpreter or translation of documents. Parents/guardians have the right to request that an interpreter provided by the district serve no other role during an IEP or Section 504 meeting, and the district must make reasonable efforts to comply with that request. If you have questions or complaints about interpretation services, please contact the Department of Student Services at 847-824-1160.

SECTION XII: NUTRITION SERVICE

RIMSD 41 Participates in the federally sponsored Child Nutrition Lunch and Breakfast Program ensures that scholars in RIMSD 41 have access to nutritious meals that support their health and academic performance. This program provides balanced meals that meet USDA nutrition standards, helping to combat hunger and improve scholars' diets.

Menu

Breakfast and lunch menus can be viewed on the district website, direct link, or through the Nutrislice App. Direct Link: app. https://rimsd41.nutrislice.com/menu/

Download the app on your phone to conveniently access menus anytime, anywhere.

APPLE APP

ANDROID APP

Community Eligibility Provision (CEP)

RIMSD 41 proudly participates in the Community Eligibility Provision (CEP), allowing all scholars to receive breakfast and lunch at no charge each school day, no application needed. This program ensures

every scholar has access to nutritious meals while removing the stigma and paperwork often associated with free or reduced-price meal programs.

School meals are no cost to students under CEP, please note that scholars will need funds in their meal accounts for any extras, such as milk with a home lunch or other a la carte items, which are not covered by the program. To comply with CEP guidelines, scholars must take a complete meal rather than individual components, such as milk only.

This program supports scholar health, simplifies meal service for families, and helps ensure that every scholar is ready to learn.

Meal Account Deposits for A La Carte

Scholars wishing to purchase an a la carte item must have funds deposited into their meal accounts. Charging a la carte items is not permitted. School ID must be present when purchasing a la carte items.

Deposits may be made in two ways:

1. Send cash or a check (made payable to RIMSD 41) with the scholar to school.
2. Use the online payment system available through the Skyward Family Access portal on the District website.

To obtain parent or guardian access for submitting online payments through Skyward, log in to Skyward Family Access and go to the Food Service (or Fee Management) tile for an individual scholar to see the RevTrak Online Payment link.

First-timers should create a new RevTrak account. The next time families log in through Skyward, the account will be linked so that logging in is not necessary.

All scholars are issued a school ID AND/or lunch card that is updated annually while enrollment in RIMSD 41. This system provides a secure and confidential method for scholar deposits. Scholars purchasing a la carte items will use the school ID/ lunch card to access their meal accounts.

Food Allergies:

If a Scholar has a life-threatening allergy, parents/guardians must notify the Building Nurse, and, when indicated, an Emergency Action Plan will be created.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If a Scholar has a qualifying disability, an individualized Section 504 Plan may be developed and implemented to provide the needed support so that the Scholar can access his or her education as effectively as students without disabilities.

Not all Scholars with life-threatening allergies may be eligible under Section 504. The District also may be able to appropriately meet a Scholar's needs through other means.

Food substitution will be made for scholars who are diagnosed with food allergies that may result in severe life threatening reactions (7CFR Part 156). A dietary request regarding food allergy substitutions MUST BE supported by a statement from a licensed physician that must include the following:

- Identification of the medical allergy.
- Food or foods to be omitted from the child's diet.
- Food or choices of foods to be substituted.

Submit the dietary request form to your school nurse. Meal request forms can be found online or at the nurse's office.

SECTION XIII: SCHOLAR RECORDS, RIGHTS & PRIVACY

Scholar Records

Notice to Parents/Guardians and Scholars of Their Rights Concerning a Scholar's School Records

The contact information for each School's Official Records Custodian is as follows:

- Horace Mann Early Learning Center (Pre K): 309-793-5928
- Denkmann Elementary (K-6): 309-793-5922
- Earl Hanson Elementary (K-6): 309-793-5930
- Eugene Field Elementary (K-6): 309-793-5935
- Frances Willard Elementary (K-6): 309-793-5940
- Longfellow Elementary (K-6): 309-793-5975
- Ridgewood Elementary (K-6): 309-793-5980
- Rock Island Academy (K-6): 309-793-5944
- Rock Island Center of Math of Science (K-6): 309-793-5995
- Thomas Jefferson Elementary (K-6): 309-793-5985
- Edison Jr. High (7-8): 309-793-5920
- Washington Jr. High (7-8): 309-793-5915
- Thurgood Marshall Learning Center: (7-12): 309-793-5924
- Rock Island High School (9-12): 309-793-5950
- District Administration Center (Archived): 309-793-5900, ext. 10222

This notice contains a description of the scholar(s) and parent(s)/guardian(s) rights concerning school scholar records.

A school scholar record is any writing or other recorded information concerning a scholar and by which a scholar 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 as provided in State in federal law, such as 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 without limitation electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a scholar record if the content is used for disciplinary or special education purposes regarding a particular scholar and any information, written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) afford parents/guardians and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's school records. They are:

1. **The right to inspect and/or copy the scholar's education records**.

   The right to inspect and copy student educational records, both temporary and permanent, is allowed to parents/guardians of students under the age of 18. Any student under the age of 18 has the right to read, review and copy their permanent educational records. All rights transfer to the student upon reaching the age of 18, unless special circumstances apply.

   A parent/guardian or scholar should submit to the Building Principal a written request that identifies the record(s) he or she wishes to inspect.
   Within 10 business days, the Building Principal will make arrangements for access and notify the parent/guardian or scholar 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, however 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 scholar.

2. **The right to have one or more scores received on college entrance examinations included on the scholar's academic transcript.**

   Parents/guardians or eligible scholars may have one or more scores on college entrance examinations included on the scholar's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible scholar 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 scholar's education records that the parent/ guardian or eligible scholar believes are inaccurate, irrelevant, or improper.**

   An informal conference will be held within 15 school days of receipt of request; if the challenge is not resolved by the informal conference, a formal hearing shall be initiated. The procedures for a formal hearing and an appeal are on file in the district office.

   A parent/guardian or eligible scholar 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 scholar 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 scholar 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 scholar when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the scholar'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 scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.
   Upon request, the District discloses education records without consent to officials of another school district in which a scholar 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 scholar 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 scholar's records are being forwarded to another school to which the scholar is transferring.
   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no scholar 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 scholar records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the scholar or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the scholar'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 scholar.

5. **The right to a copy of any school scholar record proposed to be destroyed or deleted.**

   The permanent record is maintained for at least 60 years after the scholar transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the scholar transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a scholar with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the scholar, if the scholar has succeeded to the rights of the parent/guardian. Scholar temporary records are reviewed every 4 years or upon a scholar'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 scholars, limited to:

   - Name
   - Address
   - Grade level
   - Birth date
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a scholar participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

Any parent/guardian or eligible scholar 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.

1. **The right to request that military recruiters or institutions of higher learning not be granted access to your scholar'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 scholars' names, addresses, and telephone numbers, unless the scholar's parent/guardian, or scholar 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 scholar. If you wish to exercise this option, notify the Building Principal.

2. **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 scholar's temporary record which such individual may obtain through the exercise of any right secured under State law.**

3. **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

Cross-Reference:
Board Policy 7:340, *Student Records*

Scholar Privacy Protections

Surveys

All surveys requesting personal information from scholars, as well as any other instrument used to collect personal information from scholars, must advance or relate to the District's educational objectives, or assist scholars' career choices. This applies to all surveys, regardless of whether the scholar 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 scholar, the scholar'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 scholar, (2) regardless of whether the scholar answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any scholar 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 scholar or the scholar's parent/guardian.
2. Mental or psychological problems of the scholar or the scholar's family.
3. Behavior or attitudes about sex, anti-social, self-incriminating, or demeaning behavior.
4. Critical appraisals of other individuals with whom scholars have close family relationships.

5. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
6. Religious practices, affiliations, or beliefs of the scholar or the scholar's parent/guardian.
7. 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 scholar'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 scholar whose parent/guardian exercised this option.

Instructional Material

A scholar'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 scholar, 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 Scholars' Personal Information

No school official or staff member may market or sell personal information concerning scholars (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a scholar 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 scholar's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from scholars for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, scholars 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 scholars (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 scholars of products or services to raise funds for school-related or education-related activities.
6. Scholar recognition programs.

Under no circumstances may a school official or staff member provide a scholar'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.

Cross-References:
Board Policy 7:15*, Student and Family Privacy Rights*
PRESS 7:15-E, Notification to Parents of Family Privacy Rights

SECTION XIV: INTERNET, TECHNOLOGY & PUBLICATIONS

RIMSD 41 Internet Access Acceptable Use Policy

Internet access is available in all RIMSD 41 classrooms and libraries. We believe that the Internet offers vast, diverse and unique resources to scholars. Our goal in providing this service to scholars is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

District-issued devices and district network access are provided for educational purposes. Scholars are expected to follow this policy whether devices are used on or off school property, including at home.

Privileges – The use of the District's Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

Acceptable Use – Access to the District's Internet must be for the purpose of education or research and be consistent with the educational objectives of District 41.

Unacceptable Use – Some examples of uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Unauthorized downloading of software.
- Using the network for private financial or commercial gain.
- Wastefully using resources, such as file space.
- Gaining unauthorized access to resources, systems, or services.
- Invading the privacy of individuals.
- Using another user's account or password.
- Posting material authored by another without his/her consent or posting anonymous messages.
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.

Using district technology to harass, threaten, demean, intimidate, or bully others through messages, images, videos, or online platforms is strictly prohibited.

While the district uses a filter to block access to inappropriate websites, it is not considered to be a "foolproof" system.

Scholars should have no expectation of privacy when using district networks, devices, or accounts. The district reserves the right to monitor, review, and access data stored on or transmitted through district systems to ensure compliance with district policy and applicable law.

All RIMSD 41 scholars who violate acceptable use policy could have internet privileges revoked and/or face disciplinary action.

Note that the District provides students with web-based tools and apps for learning, including Google Workspace. In signing the AUP, parents/guardians provide consent for the District to share basic identifying information with vendors of these web-based tools and to create and maintain a G Suite account of their student, understanding that Google will collect and use information according to state privacy laws and Google's term of use and privacy policy.

Vandalism

Vandalism may result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy physical hardware, data of another user, the Internet, or any other network.

Network Etiquette

Scholars are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- be polite;
- do not swear or use vulgar language;
- do not reveal any personal information.

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. Scholars may not claim AI generated content as their own work.

The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited.

The use of AI for these purposes constitutes cheating or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. Scholars may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

SECTION XV: SCHOOL MATERIALS & SUPPLIES

The scholar check out policy pertaining to District-owned materials is as follows:

a. When library materials are overdue, a reminder is sent to the scholar. Multiple reminders may be used at the discretion of the library staff.

b. A note addressed to the parent is sent home with the scholar or via U.S. Mail.

c. If at this point the scholar indicates that the material is lost, or if the material is returned damaged beyond repair, a letter is sent to the parent via U.S. Mail, indicating the problem and requesting payment for replacement of the material. (At this stage, checkout privileges are restricted either for one month, or until payment is made.)

Lost/Stolen/Damaged Book Replacement Costs

Library Books

Full replacement cost is charged within three years of the first circulation. After the material has been in circulation for at least three years, one half of the replacement cost will be assessed.

Textbooks/Textbook Replacement Fees

Textbooks are purchased as curriculum is adopted by the District. Therefore, textbook replacement costs differ from library book replacement costs in that the full value of a lost/stolen/damaged textbook is charged. A full replacement value will be required during the time the textbook is in use by the District.

SECTION XVI: TRANSPORTATION

RIMSD 41 partners with MetroLink for scholar transportation to and from school. MetroLink provides a reliable and safe transportation option for K-12th grade scholars through their fixed routes or school peak service routes, offering connections between many neighborhoods and RIMSD 41 schools.

MetroLink is offering free rides for K-12 scholars to and from school. Please visit the MetroLink website and be sure to check the schedules link often for changes.

RIMSD 41 does provide bus transportation for scholars that qualify through a specific, individualized education plan. This service is provided through a partnership with Johannes Bus Service. Arrangements are coordinated through the District's Special Services department at 309-793-5900, ext. 10224.

Bus Conduct

Scholars are expected to follow all school rules when riding the school bus. A scholar may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Building Principal deems to threaten the safe operation of the bus and/or its occupants.

If a scholar is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the scholar from riding the school bus for a period in excess of 10 days for safety reasons.

A scholar 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 scholar's parent or guardian to notify the school that the scholar does not have alternate transportation.

Cross-References:
PRESS 4:110, Transportation
PRESS 7:220, Bus Conduct

Field Trips

Field trips are scheduled periodically throughout the school year as part of the learning experience provided to scholars. In many cases, school buses are used to transport scholars to and from the field trip site.

SECTION XVII: PARENTAL RIGHT NOTIFICATIONS

State and Local Assessments

District 41 administers both local and state-level assessments throughout the year. The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessment is used locally by educators throughout the district as a tool for accessing learning and adapting instruction to meet the individual needs of scholars served. This assessment is administered three times per year (Fall, Winter, and Spring) for scholars in kindergarten through 11th grades. Below you will find a breakout of the state assessments, content, and required grade-levels.

State Testing Requirements	Illinois' Satisfying of the Federal Requirement	Grade
Scholars must take an achievement exam in reading/language arts and mathematics each year.	Illinois Assessment of Readiness (IAR)	3rd-8th
Scholars must take an achievement exam in reading/language arts, mathematics, and science in high school.	preACT 9 Secure, preACT Secure, and the (ACT)	9th-11th
Scholars must take an achievement exam in science two times prior to entering into high school.	Illinois Science Assessment (ISA)	5th and 8th
Scholars identified as English learners must take an English language proficiency exam.	Assessing Comprehension and Communication in English State-to-State (ACCESS)	Annually until proficiency has been reached
Scholars with the most significant cognitive disabilities must take alternate assessments in reading/language arts, mathematics, and science.	Dynamic Learning Maps Alternate Assessment (DLM-AA)	3rd-8th

Homeless Child's Right to Education

Each child who is homeless, as defined by the McKinney-Vento Homeless Assistance Act and Illinois law, has equal access to the same free, appropriate public education as provided to other children.

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless scholars who live in the attendance area in which the child or youth is actually living are eligible to attend.

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*, governs the enrollment of homeless children.

If you believe your child or another child you know fits this definition and you are interested in pursuing available services, please contact the following;

- RIMSD 41 Homeless Liaison: 309-793-5900 x10222
- Rock Island Regional Office of Education: 309-865-6914

Cross-References:
Board Policy *6:140, Education of Homeless Children*

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.

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

Cross-Reference:
Board Policy *5:90, Abused and Neglected Child Reporting*

Scholar Privacy

The District has adopted and uses several policies and procedures regarding scholar privacy, parental access to information and administration of certain physical examinations to scholars. Copies of these policies are available upon request.

Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry
- Illinois Murderer and Violent Offender Against Youth Registry
- Frequently Asked Questions Concerning Sex Offenders

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 Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry
- Illinois Murderer and Violent Offender Against Youth Registry
- Frequently Asked Questions Concerning Sex Offenders

Asbestos Management Plan

This is to notify you that East Moline Elementary District #37 has submitted its Management Plan prepared pursuant to the requirements of the asbestos Hazard Emergency Response Act (AHERA, 40 CFR 763) for the School Facilities. Copies of the Management Plan are available in the Administrative Office of the school building. These Plans are available for your inspection during normal business hours of the office (Mon thru Friday; 8:30 a.m. to 3:30 p.m.) and during other times by special arrangement. We request that appointments be made with us to review such plans. To make arrangements, please contact: Jim Franks, Director of Maintenance and Operations at 309-792-2887 Ext. 5.

Integrated Pest Management Plan

This notice is to inform you that, in accordance with State law, Public Act 095-0058, the RIMSD 41 has implemented policies and procedures to ensure compliance with this Act. Chemical treatment for pests will only be used when non-chemical methods have proven ineffective. When chemical treatments are necessary, they will be applied after school hours. As required by law, parents and staff will be notified in advance of any chemical pesticide application.

All monitoring and treatment records related to the District's pest management program are maintained in a logbook located in each District building office. The District requests that an appointment be scheduled in advance if you wish to review these records. To make arrangements please contact the Director of Operations at 309-593-5900 Ext. 10218.

If you identify any errors or omissions in this handbook, please contact the Rock Island-Milan School District 41 Communications Department at **communications@rimsd41.org** so that we may promptly review and address the concern.