

**Regular Meeting**  
**BOARD OF EDUCATION**  
**Jacksonville School District #117**  
**AGENDA**  
**Wednesday, July 21, 2021**  
**Board Room**  
**211 West State Street**  
**Jacksonville, IL 62650**  
**7:00 PM**

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/92730061651>

Or One tap mobile :

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Webinar ID: 927 3006 1651

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I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL

IV. APPROVAL OF AGENDA

V.

VI. RECOGNITION

- JHS Boys' Track & Field Team State Qualifiers
- JHS Wrestling State Qualifiers

VII. RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS

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## RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS

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

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

### Board Policy 2:230

#### Public Participation at Board of Education Meetings and Petitions to the Board

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

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

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. The Board President may allow extra time according to the topic and wishes of the rest of the members of the Board.
2. Identify oneself (name, address, email) and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to five minutes. In unusual circumstances, and when an individual has made a request to speak for a longer period of time, the person may be allowed to speak for more than five minutes.
3. Observe, when necessary and appropriate, the:
  - a. Shortening of the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak;
  - b. Expansion of the overall minimum of 30 minutes for public participation and/or the 20-minute minimum total length of time for any one subject; and/or
  - c. Determination of procedural matters regarding public participation not otherwise covered in Board policy.
4. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, Visitors to and Conduct on School Property.

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

## VIII. ANNOUNCEMENTS - UPCOMING EVENTS

- July 29th & 30th, Registration Day, All Schools
- July 31 – August 10th, Online Registration Resumes
- August 9th - New Teacher Induction at JMS/Home Buildings
- August 10th - New Teacher Induction at Home Buildings
- August 13th & August 16th Teacher Institute / Workshop Days
- August 17th - First Student Attendance Day
- August 25th - Board of Education Meeting

## IX. STANDING REPORTS

A. Financial/Treasurer's Report

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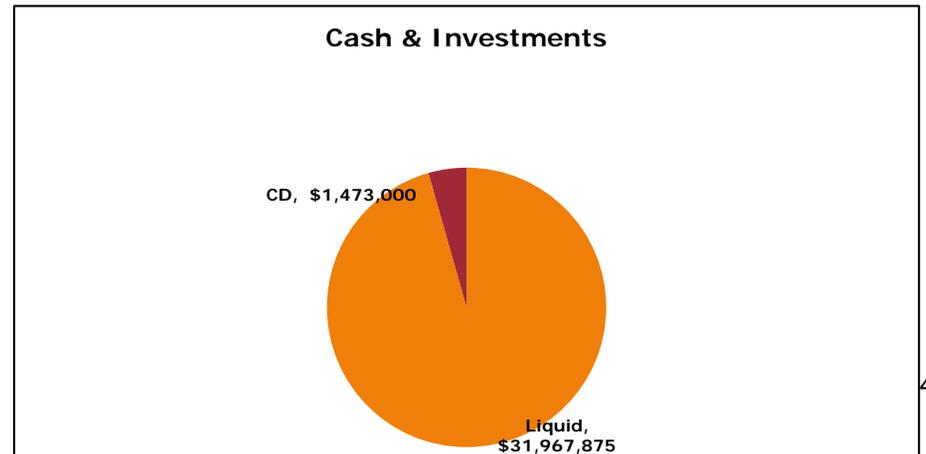
**TREASURER'S REPORT**  
**June 30, 2021**

FUND	Beginning Cash Balance	Receipts (including interest)	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10 Education	24,345,720.40	8,376,086.23	1,348,308.17	1,908,019.36	(71,917.66)	<b>29,393,561.44</b>
20 O & M	1,399,527.10	1,915,514.53	105,392.31	348,118.18	14.39	<b>2,861,545.53</b>
30 Bond & Interest	2,008,747.97	464,793.29		785,729.38	7.76	<b>1,687,819.64</b>
40 Transportation	1,638,304.83	393,740.81	66,674.75	117,983.83	31,944.14	<b>1,879,331.20</b>
50 IMRF	474,833.10	569,020.34		137,090.94	40,437.35	<b>947,199.85</b>
60 Site & Construction	269,164.79	-	-	-	2.92	<b>269,167.71</b>
70 Working Cash Fund	2,368,230.23	80,980.75	-	-	29.43	<b>2,449,240.41</b>
80 Tort	637,481.81	267,254.33	-	463,742.00	2.78	<b>440,996.92</b>
90 Fire Prevention & Safety	298,864.80	184,912.99		421.97	1.22	<b>483,357.04</b>
<b>TOTAL</b>	<b>\$ 33,440,875.03</b>	<b>\$ 12,252,303.27</b>	<b>\$ 1,520,375.23</b>	<b>\$ 3,761,105.66</b>	<b>\$ 522.33</b>	<b>\$ 40,412,219.74</b>

FUND	CASH			INVESTMENTS				TOTAL	
	U.S. Bank - General Fund	U.S. Bank - Insurance Fund	Illinois Funds - General Fund	2017 SERIES BOND PROCEEDS	ISDLAF Investments	IIIT Investments	2015 Series BOND PROCEEDS		
	0.0063%	0.0063%	0.0595%		0.0200%	0.0400%			
Education	8,695,973.46	80,817.98	\$12,666,920.29	-	1,507,756.62	6,442,093.09	-	<b>29,393,561.44</b>	
Operations & Maintenance	2,371,048.32		\$490,497.07	-	-	0.14	-	<b>2,861,545.53</b>	
Bond & Interest	1,687,819.64	-	-	-	-	-	-	<b>1,687,819.64</b>	
Transportation	653,942.77	-	\$805,304.39	-	-	420,084.04	-	<b>1,879,331.20</b>	
IMRF / Social Security	\$760,855.74	-	\$30,841.00	-	155,629.56	(126.45)	-	<b>947,199.85</b>	
Capital Projects	139,632.21	-	\$129,535.50	-	-		\$0.00	<b>269,167.71</b>	
Working Cash	1,229,794.54	-	\$805,271.23	-	-	414,174.64	-	<b>2,449,240.41</b>	
Tort	419,155.35	-	\$21,716.88	-	-	124.69	-	<b>440,996.92</b>	
Fire Prevention & Safety	\$478,927.42	-	\$4,428.19	-	-	1.43	-	<b>\$483,357.04</b>	
<b>TOTAL</b>	<b>\$ 16,437,149.45</b>	<b>\$ 80,817.98</b>	<b>\$14,954,514.55</b>	<b>\$0.00</b>	<b>\$ 1,663,386.18</b>	<b>\$ 7,276,351.58</b>	<b>\$ -</b>	<b>\$ 40,412,219.74</b>	
	<b>\$31,472,481.98</b>				<b>\$8,939,737.76</b>				

Operating Funds	Current Year 2020-2021	Last Year 2019-2020
Fund 10 - Education	29,393,561.44	\$27,519,770.84
Fund 20 - O & M	* 2,861,545.53	\$1,926,580.75
Fund 40 - Transportation	1,879,331.20	\$1,737,075.09
Fund 70 - Working Cash	2,449,240.41	\$2,260,086.39
<b>Total</b>	<b>\$36,583,678.58</b>	<b>\$33,443,513.07</b>

\* \$600,000 transferred from Tort (Non-Operating Fund) to O & M (Operating Fund)



**Jun-21**      **100.00% of Budget Year**

**Amended Budget for 2020-2021**

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	WC (70)	TORT (80)	HLS (90)	TOTAL
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<b>EXPENDED</b>	34,321,939	4,087,444	2,407,859	1,715,676	1,458,222	366,404	-	1,086,963	355,806	45,800,313
<b>% EXP.</b>	95.81%	97.12%	100.00%	94.78%	91.28%	96.42%	0.00%	205.09%	94%	97.17%
<b>EXPENSE BUDGET</b>	35,822,830	4,208,485	2,407,860	1,810,200	1,597,605	380,000	-	530,000	378,000	47,134,980

<b>REVENUE</b>	36,225,925	5,021,407	2,446,628	1,857,908	1,422,668	165	189,139	621,619	429,612	48,215,070
<b>% RECEIVED</b>	101.13%	117.21%	107.53%	112.29%	105.80%	110.00%	109.85%	109.79%	109.83%	103.66%
<b>REVENUE BUDGET</b>	35,822,830	4,283,962	2,275,250	1,654,594	1,344,710	150	172,175	566,170	391,164	46,511,005
	-	75,477.00	(132,610.00)	(155,606.00)	(252,895.00)	(379,850.00)	172,175.00	36,170.00	13,164.00	(623,975.00)

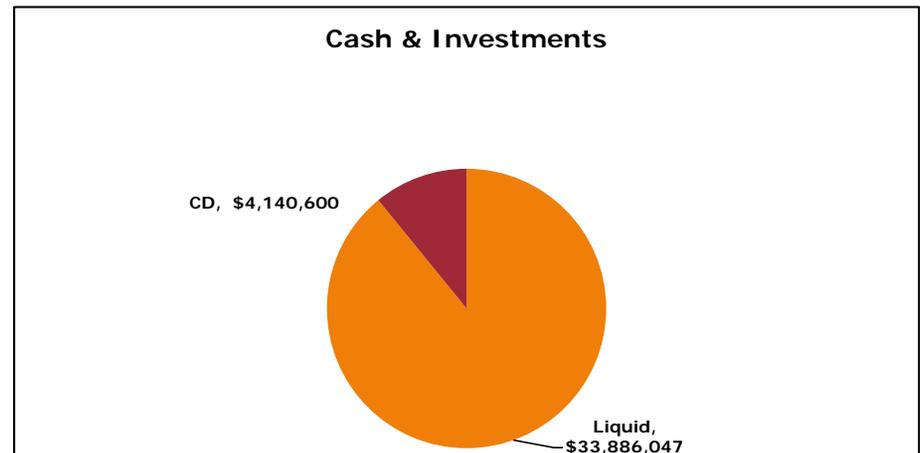
NOTES:	Fund	
<b>REVENUE</b>	ALL	Morgan County Tax Extension of \$9,931,413.13 received on 6/30
	10	Evidence Based Funding - \$487,041
	10	Early Childhood \$168,907
	10	Summer Food Service Program - \$138,397.63
	20	Receipt of Funds from Tort as a Permanent Transfer \$600,000
	30	Sales Tax Proceeds deposited in June 2021 - \$279,081.58
	60	Interest \$247.98
<b>EXPENSE</b>	10	Expenses are running under budget for 20-21.
	20	Expenses are running under budget for 20-21.
	30	We have debt payments for the Series 2015 and Series 2017 Bonds. The first payment of P and I was paid in Dec 2020. The second payment, which is interest only, will be paid in June 2021.
	40	Expenses are running under budget for 20-21.
	50	Expenses are running under budget for 20-21
	60	There were no expenses for May 2021.
	80	Premium for 21-22 property, vehicle, liability, cyberliability and environmental coverage will be paid in June 2021.
	80	Permanent Transfer of \$600,000 to O & M.
	90	HLS project for summer 2020 was new windows at North Elementary as well as remaining 10 year HLS survey projects to be completed. There were no expenses during June 2021.

**TREASURER'S REPORT**  
**June 30, 2020**

FUND	Beginning Cash Balance	Receipts (including interest)	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10 Education	23,551,554.68	7,633,348.79	1,299,861.46	2,244,112.91	(121,134.98)	27,519,794.12
20 Building	1,062,591.64	1,240,779.68	91,791.68	284,998.89		1,926,580.75
30 Bond & Interest	2,116,693.52	334,486.70		802,129.38	-	1,649,050.84
40 Transportation	1,318,608.34	520,277.27	43,798.60	58,077.23	65.31	1,737,075.09
50 IMRF	512,895.85	469,630.49		124,303.24	124,541.22	982,764.32
60 Site & Construction	775,667.87	46.86	-	140,382.00	71.84	635,404.57
70 Working Cash Fund	2,193,178.88	66,843.11	-		64.40	2,260,086.39
80 Tort	1,144,435.74	220,721.05	-	458,816.50		906,340.29
90 Fire Prevention & Safety	207,057.97	202,492.91		-		409,550.88
<b>TOTAL</b>	<b>\$ 32,882,684.49</b>	<b>\$ 10,688,626.86</b>	<b>\$ 1,435,451.74</b>	<b>\$ 4,112,820.15</b>	<b>\$ 3,607.79</b>	<b>\$ 38,026,647.25</b>

FUND	CASH			INVESTMENTS				TOTAL
	U.S. Bank - General Fund	U.S. Bank - Insurance Fund	Illinois Funds - General Fund	2017 SERIES BOND PROCEEDS	ISDLAF Investments	IIIT Investments	2015 Series BOND PROCEEDS	
	0.1600%	0.1600%	0.4340%	0.2100%	0.2100%	0.4100%		
Education	4,578,024.83	60,054.22	\$15,023,911.01	-	1,497,232.61	6,360,571.45	-	27,519,794.12
Operations & Maintenance	1,403,559.90		\$523,020.71	-	-	0.14	-	1,926,580.75
Bond & Interest	1,649,050.84	-	-	-	-	-	-	1,649,050.84
Transportation	695,339.99	-	\$622,174.50	-	-	419,560.60	-	1,737,075.09
IMRF / Social Security	796,529.26	-	\$30,789.72	-	155,571.79	(126.45)	-	982,764.32
Capital Projects	226,734.26	-	\$129,411.61	279,258.70			\$0.00	635,404.57
Working Cash	1,041,926.79	-	\$804,501.00	-	-	413,658.60	-	2,260,086.39
Tort	404,951.57	-	\$501,264.03	-	-	124.69	-	906,340.29
Fire Prevention & Safety	\$405,125.48	-	\$4,423.97	-	-	1.43	-	\$409,550.88
<b>TOTAL</b>	<b>\$ 11,201,242.92</b>	<b>\$ 60,054.22</b>	<b>\$17,639,496.55</b>	<b>\$279,258.70</b>	<b>\$ 1,652,804.40</b>	<b>\$ 7,193,790.47</b>	<b>\$ -</b>	<b>\$ 38,026,647.25</b>
	<b>\$28,900,793.69</b>			<b>\$9,125,853.57</b>				0.00

Operating Funds	Current Year 2019-2020	Last Year 2018-19
Fund 10 - Education	\$27,519,794.12	\$20,611,998.05
Fund 20 - O & M	\$1,926,580.75	\$305,421.37
Fund 40 - Transportation	\$1,737,075.09	\$1,181,331.77
Fund 70 - Working Cash	\$2,260,086.39	\$2,011,878.01
<b>Total</b>	<b>\$33,443,536.35</b>	<b>\$24,110,629.20</b>



B. Ed Fund Tracker  
C. Sales Tax Tracker

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**JSD117 MORGAN COUNTY SCHOOL FACILITY SALES TAX COLLECTIONS**

FY20	Diff	Subtotal	Increase %
July 2019	\$ 211,607.67	\$ 11,646.07	1.058
August	\$ 206,689.04	\$ 14,449.75	1.075
September	\$ 220,778.34	\$ 8,690.68	1.041
October	\$ 204,901.26	\$ 1,651.43	1.008
November	\$ 202,441.86	\$ 6,215.59	1.032
December	\$ 197,137.83	\$ (1,066.13)	0.995
January 2020	\$ 188,522.61	\$ (14,326.75)	0.929
February	\$ 211,101.04	\$ 5,093.76	1.025
March	\$ 201,679.71	\$ 193.23	1.001
April	\$ 215,721.27	\$ (4,450.18)	0.980
May	\$ 165,153.92	\$ 323.28	1.002
June	\$ 163,531.08	\$ (4,920.76)	0.971
<b>Total</b>	<b>\$ 2,389,265.63</b>		
Predicted by Pro	\$ 2,476,459.00	Per Document	Sum 12.12
Projected	\$ 2,388,713.69	Per Actual	After Months 12
Proj Diff	\$ (87,745.31)	Average	1.010
Percent	-3.5%		

Bond Pay 1 and 2	\$ 2,397,358.76	\$ 843,976.31
Diff Predict	\$ 79,100.24	
Diff Projected	\$ (8,645.07)	
Diff Actual	\$ (8,093.13)	(End of Year)

Difference in Predicted by Pro		
Predicted	\$ 2,476,459.00	
FY20 ACTUAL	\$ 2,389,265.63	
Difference	\$ (87,193.37)	(End of Year)

Bond 1	\$ 2,030,683.76
Bond 2	\$ 366,675.00
Total	\$ 2,397,358.76

FY21						
Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1	Inc % Year 2
March	July 2020	\$ 170,900.03	\$ (40,707.64)	\$ (40,707.64)	0.808	0.855
April	August	\$ 176,568.94	\$ (30,120.10)	\$ (70,827.74)	0.854	0.918
May	September	\$ 198,443.22	\$ (22,335.12)	\$ (93,162.86)	0.899	0.936
June	October	\$ 204,613.75	\$ (287.51)	\$ (93,450.37)	0.999	1.007
July	November	\$ 201,917.65	\$ (524.21)	\$ (93,974.58)	0.997	1.029
Aug	December	\$ 187,693.34	\$ (9,444.49)	\$ (103,419.07)	0.952	0.947
Sept	January 2021	\$ 198,890.93	\$ 10,368.32	\$ (93,050.75)	1.055	0.980
Oct	February	\$ 198,436.20	\$ (12,664.84)	\$ (105,715.59)	0.940	0.963
Nov	March	\$ 190,034.54	\$ (11,645.17)	\$ (117,360.76)	0.942	0.943
Dec	April	\$ 217,734.70	\$ 2,013.43	\$ (115,347.33)	1.009	0.989
Jan	May	\$ 206,759.33	\$ 41,605.41	\$ (73,741.93)	1.252	1.254
Feb	June	\$ 185,638.57	\$ 22,107.49	\$ (51,634.44)	1.135	1.102
<b>Total</b>		<b>\$ 2,337,631.20</b>	<b>\$ (51,634.44)</b>			
Predicted by Pro	\$ 2,513,605.00	Per Document	Sum 11.84			
Projected	\$ 2,357,914.00	Per Actual	After Months 12			
Proj Diff	\$ (155,691.00)	Average	0.987			
Percent	-6.2%					

Bond Pay 1 and 2	\$ 2,424,258.76
Diff Predict	\$ 89,346.24
Diff Projected	\$ (66,344.74)
Diff Actual	\$ (86,627.56)

Difference in Predicted by Pro		
Predicted	\$ 2,513,605.00	
FY20 ACTUAL	\$ 2,337,631.20	
Difference	\$ (175,973.80)	(End of Year)

Bond 1	\$ 2,057,583.76
Bond 2	\$ 366,675.00
Total	\$ 2,424,258.76

FY22						
Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1	Inc % Year 2
March	July 2021	\$ 279,081.58	\$ 108,181.55	\$ 108,181.55	1.633	1.319
April	August	\$ (176,568.94)			0.000	0.000
May	September	\$ (198,443.22)			0.000	0.000
June	October	\$ (204,613.75)			0.000	0.000
July	November	\$ (201,917.65)			0.000	0.000
Aug	December	\$ (187,693.34)			0.000	0.000
Sept	January 2022	\$ (198,890.93)			0.000	0.000
Oct	February	\$ (198,436.20)			0.000	0.000
Nov	March	\$ (190,034.54)			0.000	0.000
Dec	April	\$ (217,734.70)			0.000	0.000
Jan	May	\$ (206,759.33)			0.000	0.000
Feb	June	\$ (185,638.57)			0.000	0.000
<b>Total</b>		<b>\$ 279,081.58</b>				
Predicted by Pro	\$ 2,551,310.00	Per Document	Sum 1.63			
Projected	\$ 3,817,376.86	Per Actual	After Months 1			
Proj Diff	\$ 1,266,066.86	Average	1.633			
Percent	49.6%					

Bond Pay 1 and 2	\$ 2,441,458.76
Diff Predict	\$ 109,851.24
Diff Projected	\$ 1,375,918.10
Diff Actual	

Difference in Predicted by Pro		
Predicted	\$ 2,551,310.00	
FY20 ACTUAL	\$ 279,081.58	
Difference		(End of Year)

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

D. State Updates  
E. COVID Update: 2021-2022 School Re-Opening Plan

F. F.O.I.A. Report  
G. Enrollment Reports

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# Enrollment Report

June 2021

Date	K		1st		2nd		3rd		4th		5th		Spec Ed	Total
<b>EISENHOWER</b>														
8/31/2020	22	21	23	26	19	20	16	12	24	25	20	18	4	250
6/30/2021	25	23	29	28	23	23	23	19	29	28	22	22	9	303
08/31/2020 Remote	15		18		9		22		8		13		5	90
06/30/2021 Remote	4		2		2		1		0		2		3	14
<b>LINCOLN</b>														
8/31/2020	15	14	15	13	11	14	13	12	12	11	10	8		148
6/30/2021	24	24	20	18	16	15	17	15	13	15	13	12		202
08/31/2020 Remote	17		15		17		17		14		7			87
06/30/2021 Remote	1		4		5		3		2		2			17
<b>MURRAYVILLE</b>														
8/31/2020	9		14		20		15		15		8		18	99
6/30/2021	16		20		24		17		19		15		23	134
08/31/2020 Remote	7		9		5		8		6		6			41
06/30/2021 Remote	0		1		0		0		0		0			1
<b>NORTH</b>														
8/31/2020	28		14		26		26		22		16		19	151
6/30/2021	23		14		25		24		22		16		23	147
08/31/2020 Remote	8		5		13		6		7		8		0	47
06/30/2021 Remote	2		0		2		0		0		0		0	4
<b>SOUTH</b>														
8/31/2020	21	22	20	22	19	18	23	25	20	19	21	21		251
6/30/2021	27	28	23	23	22	22	23	23	23	25	23	22		284
08/31/2020 Remote	16		13		11		13		22		9			84
06/30/2021 Remote	0		1		0		1		2		2			6
<b>WASHINGTON</b>														
8/31/2020	13	14	10	13	10	11	11	10	13	13	13	12	3	146
6/30/2021	16	18	14	14	13	12	14	16	18	18	15	17	4	189
08/31/2020 Remote	17		7		14		14		11		14			77
06/30/2021 Remote	3		0		5		3		3		4			18
<b>TOTALS</b>														
8/31/2020	179		170		168		163		174		147		44	1045
6/30/2021	224		203		195		191		210		155		59	1237
08/31/2020 Remote	80		67		69		80		68		57		5	426
06/30/2021 Remote	10		8		14		8		7		10		3	60

	Early Years		Middle School				High School				Crossroads Learning Center				GRAND TOTAL					
	Aug-20	Jun-21	Aug-20	Jun-21	Aug-20 Remote	Jun-21 Remote	Aug-20	Jun-21	Aug-20 Remote	Jun-21 Remote	Aug-20	Jun-21	Aug-20	Jun-21						
AM	76	88	197	223	45	8	185	217	68	32	5th	0	0	9th	1	1	2020-2021			
PM	58	64	161	213	63	17	162	193	63	22	6th	0	0	10th	0	0		8/31/2020		
AM/PM	63	63	171	213	58	12	160	173	62	29	7th	2	2	11th	0	0	6/30/2021			
<b>Total</b>	197	215	<b>Total</b>	529	649	166	37	153	152	58	32	8th	2	2	12th	0	0			
<b>Total</b>												660	735	251	115	<b>CLC Total</b>		5	5	

Special Education Programs  
Outside of District 117

Residential Programs

	8/31/2020	6/30/2021
Private Facilities	4	5

Specialized Day Programs

	8/31/2020	6/30/2021
Hope	8	8
ISD / ISVI	35	28
Total	43	36

Four Rivers Cooperative Programs

	8/31/2020	6/30/2021
Early Childhood Education	12	12
K - 6th	4	2
7th - 8th	9	9
9th - 12th	12	16
Total	37	39

Out of District Waiver

School From	School To	Families	Grade Level
White Hall	Murrayville	1	1,5
Waverly	South	1	2,5
Waverly	Early Year		Pre-K
Beardstown	South	1	K, 3
Total Families		3	

In-District Elementary Transfers

School From	School To	Families	Grade
Eisenhower	Murrayville	1	1,2
Eisenhower	North	1	2
Eisenhower	Washington	1	1
Eisenhower	Washington	1	2
Eisenhower	Washington	1	K,1,3
Eisenhower	Washington	1	1
Eisenhower	Washington	1	K,1,3
Eisenhower	Washington	1	1
Eisenhower	South	1	K
Lincoln	Washington	1	1
Lincoln	Washington	1	K,1,4
Lincoln	North	1	3
Lincoln	Eisenhower	1	K, 3
North	Eisenhower	1	4
North	Eisenhower	1	K,1,3
Murrayville	North	1	4
Murrayville	South	1	4
Murrayville	South	1	4
Murrayville	Washington	1	3
Murrayville	Washington	1	1
South	Eisenhower	1	3
South	Washington	1	4
South	Murrayville	1	1
Washington	Eisenhower	1	3
Washington	Eisenhower	1	5
Lincoln	Washington	1	K,1,1
Total Families		26	
Total Students			38

Totals	8/31/2020	6/30/2021
	3363	3133



# Enrollment Report

June 2021

Date	K	1st	2nd	3rd	4th	5th	Spec Ed	Total						
<b>EISENHOWER</b>														
9/30/2020	23	23	27	26	20	22	21	16	25	26	21	20	7	277
6/30/2021	25	23	29	28	23	23	23	19	29	28	22	22	9	303
09/30/2020 Remote	10		7		7		9		5			8	7	53
06/30/2021 Remote	4		2		2		1		0			2	3	14
<b>LINCOLN</b>														
9/30/2020	20	20	16	17	14	14	15	15	15	15	12	11		184
6/30/2021	24	24	20	18	16	15	17	15	13	15	13	12		202
09/30/2020 Remote	5		11		13		7		6			5		47
06/30/2021 Remote	1		4		5		3		2			2		17
<b>MURRAYVILLE</b>														
9/30/2020	13		17		23		17		18		10		14	112
6/30/2021	16		20		24		17		19		15		23	134
09/30/2020 Remote	4		8		3		5		3		5			28
06/30/2021 Remote	0		1		0		0		0		0			1
<b>NORTH</b>														
9/30/2020	23		14		26		25		21		16		17	142
6/30/2021	23		14		25		24		22		16		23	147
09/30/2020 Remote	5		2		6		4		4		2		2	25
06/30/2021 Remote	2		0		2		0		0		0		0	4
<b>SOUTH</b>														
9/30/2020	25	23	22	22	20	18	24	24	19	20	21	23		261
6/30/2021	27	28	23	23	22	22	23	23	23	25	23	22		284
09/30/2020 Remote	9		8		9		6		12		6			50
06/30/2021 Remote	0		1		0		1		2		2			6
<b>WASHINGTON</b>														
9/30/2020	16	16	12	12	10	11	11	13	17	17	15	15	3	168
6/30/2021	16	18	14	14	13	12	14	16	18	18	15	17	4	189
09/30/2020 Remote	10		3		10		11		9		9			52
06/30/2021 Remote	3		0		5		3		3		4			18
<b>TOTALS</b>														
9/30/2020	202		185		178		181		193		164		41	1144
6/30/2021	224		203		195		191		210		155		59	1237
09/30/2020 Remote	43		39		48		42		39		35		9	255
06/30/2021 Remote	10		8		14		8		7		10		3	60

	Early Years		Middle School				High School				Crossroads Learning Center				GRAND TOTAL	
	Sep-20	Jun-21	Sep-20	Jun-21	Sep 20-Remote	Jun 21-Remote	Sep-20	Jun-21	Sep 20-Remote	Jun 21-Remote	Sep-20	Jun-21	Sep-20	Jun-21		
AM	74	88	209	223	36	8	207	217	52	32	0	0	9th	1	1	2020-2021
PM	57	64	180	213	50	17	179	193	46	22	0	0	10th	0	0	
AM/PM	62	63	194	213	37	12	170	173	49	29	2	2	11th	0	0	6/30/2021
Total	193	215	583	649	123	37	158	152	58	32	2	2	12th	0	0	3053
							Total	714	735	205	115		CLC Total	5	5	

**Special Education Programs  
Outside of District 117**

*Residential Programs*

	9/30/2020	6/30/2021
Private Facilities	5	5

*Specialized Day Programs*

	9/30/2020	6/30/2021
Hope	8	8
ISD / ISVI	35	28
<b>Total</b>	<b>43</b>	<b>36</b>

*Four Rivers Cooperative Programs*

	9/30/2020	6/30/2021
Early Childhood Education	12	12
K - 6th	4	2
7th - 8th	9	9
9th - 12th	19	16
<b>Total</b>	<b>44</b>	<b>39</b>

*Out of District Waiver*

School From	School To	Families	Grade Level
White Hall	Murrayville	1	1,5
Waverly	South	1	2,5
Waverly	Early Year		Pre-K
Beardstown	South	1	K, 3
<b>Total Families</b>		<b>3</b>	

*In-District Elementary Transfers*

School From	School To	Families	Grade
Eisenhower	Murrayville	1	1,2
Eisenhower	North	1	2
Eisenhower	Washington	1	1
Eisenhower	Washington	1	2
Eisenhower	Washington	1	K,1,3
Eisenhower	Washington	1	1
Eisenhower	Washington	1	K,1,3
Eisenhower	Washington	1	1
Eisenhower	South	1	K
Lincoln	Washington	1	1
Lincoln	Washington	1	K,1,4
Lincoln	North	1	3
Lincoln	Eisenhower	1	K, 3
North	Eisenhower	1	4
North	Eisenhower	1	K,1,3
Murrayville	North	1	4
Murrayville	South	1	4
Murrayville	South	1	4
Murrayville	Washington	1	3
Murrayville	Washington	1	1
South	Eisenhower	1	3
South	Washington	1	4
South	Murrayville	1	1
Washington	Eisenhower	1	3
Washington	Eisenhower	1	5
Lincoln	Washington	1	K,1,1
<b>Total Families</b>		<b>26</b>	
<b>Total Students</b>			<b>38</b>

Totals	9/30/2020	6/30/2021
	3314	3133

	20-21	19-20	18-19	17-18	16-17	15-16	14-15
Kindergarten	19	<b>COVID</b>	8	7	2		2
1st Grade	8		2		2	1	7
2nd Grade	6				1		2
3rd Grade	3						1
4th Grade	1			1			2
5th Grade	2						
6th Grade	8		2				
7th Grade	26		7	11		3	3
8th Grade	18		2	4	1	1	1
12th Grade	15		1				
	106		0	22	23	6	5

## June 2021 Summer School

	Attended Summer School	Passed Classes	Met enough credits to promote to the next year	Retained	Took Classes to better themselves
Kindergarten	6				
1st Grade	8				
2nd Grade	6				
3rd Grade	5				
4th Grade	6				
5th Grade	4				
6th Grade	13	12	12	1	
7th Grade	26	25	25	1	
8th Grade	18	16	16	2	
9th Grade	27	13	3	14*	10
10th Grade	23	18	1	5*	17
11th Grade	14	11	1	3*	10
12th Grade	5	5	3	-	2

\* Students are not retained in the traditional format. These students are not on track to have enough credits to graduate.

X. DISCUSSION ITEMS

A. Vision 117 Phase III

B. 4:40 Administrative Procedure - Preparing and Updating Disclosures

17

## Operational Services

### Administrative Procedure - Preparing and Updating Disclosures

*This sample administrative procedure has been adapted and printed with the express permission of Chapman and Cutler LLP. Chapman and Cutler LLP is pleased to provide this sample procedure as an example of factors issuers should consider under current law in preparing policies and procedures for post-issuance compliance with federal securities laws and regulations. It is intended to provide general guidance with the understanding that the provision of the sample procedure does not constitute the rendering of legal advice by Chapman and Cutler LLP or the establishment of an attorney-client relationship with any user of the sample procedure. Reference to this sample procedure should not be considered a substitute for consultation with your legal advisors. Readers should understand that the application of relevant statutory and regulatory provisions can vary based on specific facts and that changes in law or facts may impact the applicability of the sample procedure. Chapman and Cutler LLP assumes no obligation to update the sample procedure to reflect changes in law or practice.*

Pursuant to the District's responsibilities under the securities laws, including its continuing disclosure undertakings (*Undertakings*) under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended, and the Securities and Exchange Commission's statements in enforcement actions, it is necessary and in the District's best interest that the District comply in all material respects with federal securities laws regarding its (i) preliminary and final official statements or offering circulars and any supplements or amendments thereto (collectively, the *Official Statements*), disseminated by the District in connection with any bonds, notes, certificates or other obligations, (ii) Financial Information or Annual Financial Information, as required by and defined in the Undertakings (the *Annual Financial Information*) to be filed with the Municipal Securities Rulemaking Board's (*MSRB*) Electronic Municipal Market Access (*EMMA*) system, and (iii) notices of Material Events or Reportable Events, each as defined in the Undertakings, and any other required or voluntary disclosures to EMMA (each, an *EMMA Notice*). These procedures are designed to enable the District to create accurate disclosures with respect to its (i) Official Statements, (ii) Annual Financial Information, and (iii) EMMA Notices, which are collectively referred to herein as *Disclosures*.

In response to these interests, the District hereby adopts the following procedures:

~~A.~~ A. ~~Disclosure Officer~~. Consistent with Board Policy 4:40, *Incurring Debt*, the Superintendent<sup>1</sup> (*Disclosure Officer*) is hereby designated as the officer responsible for the procedures related to Disclosures as hereinafter set forth (collectively, *Disclosure Procedures*).

~~B.~~ B. ~~Disclosure Procedures: Official Statements~~. Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the District, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:

~~1.~~ 1. ~~The District shall select (a) the working group for the transaction, which group may include outside professionals such as disclosure counsel, a municipal advisor, and an underwriter (the Working Group), and (b) the member of the Working Group responsible for preparing the first draft of the Official Statement.~~

~~2.~~ 2. ~~The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done to determine that the Official Statement does not~~

The footnotes should be removed before the material is used.

<sup>1</sup> Districts that employ business managers may want to substitute "Business Manager", "Chief School Business Official", or another locally equivalent title.

include any untrue statement of a material fact or omit to state a material fact necessary to make the statements made in the Official Statement not misleading. ~~---~~ Particular attention shall be paid to the accuracy of all descriptions, significant information, and financial data regarding the District. Examples include confirming that information relating to the District, including but not limited to demographic changes, the addition or loss of major employers, the addition or loss of major taxpayers or any other material information within the knowledge of the Disclosure Officer, is included and properly disclosed. The Disclosure Officer shall also be responsible for ensuring that the financial data presented with regard to the District is accurate and corresponds with the financial information in the District's possession, including but not limited to information regarding bonded indebtedness, notes, certificates, outstanding leases, tax rates or any other financial information of the District presented in the Official Statement.

~~3.~~ 3. ~~---~~ After completion of the review set forth in 2, above, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such staff and officials of the District as the Disclosure Officer deems necessary and appropriate, and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant with the requirements set forth in 2, above.

~~4.~~ 4. ~~---~~ The Disclosure Officer shall continue to review subsequent drafts of the Official Statement in the manner set forth in 2 and 3, above.

~~5.~~ 5. ~~---~~ If, in the Disclosure Officer's reasonable judgment, the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary to make the statements made in the Official Statement not misleading, the Official Statement may, in the reasonable discretion of the Disclosure Officer, be released for dissemination to the public; *provided, however,* that the use of the Official Statement must be ratified, approved, and authorized by the Board.

~~C.~~ C. ~~---~~ *Disclosure Procedures: Annual Financial Information.* The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to these procedures:

~~1.~~ 1. ~~---~~ By December 20th<sup>2</sup> of each year (the same being at least 30 days prior to the last date on which the Annual Financial Information is required to be disseminated pursuant to the related Undertaking) the Disclosure Officer shall begin to prepare (or hire an agent to prepare) the Annual Financial Information. The Disclosure Officer shall also review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information (*Financial Statements*). In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects. For example, if disclosure of events that occurred subsequent to the date of the Financial Statements would be necessary to clarify, enhance or correct information presented in the Financial Statements, in order to make the Annual Financial Information, taken as a whole, correct and complete in all material respects, disclosure of such subsequent events should be made.

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The footnotes should be removed before the material is used.

<sup>2</sup> The deadline for the dissemination of Annual Financial Information and/or Audited Financial Statements should be set forth in each applicable Undertaking. These procedures assume the deadline set forth in each such Undertaking is not later than 210 days after the end of a district's fiscal year (ending June 30). If one of more of a district's Undertakings provide for a different deadline, it may be appropriate or necessary to change the date in Paragraph C.1 above.

~~2.~~ 2. — If, in the Disclosure Officer’s reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete in all material respects, the Disclosure Officer shall file the Annual Financial Information with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

~~D.~~ D. — *Disclosure Procedures: Reportable Events.* The Disclosure Officer will prepare (or hire an agent to prepare) Reportable Event Disclosure and file the same with EMMA (or confirm that such filing is completed by an agent hired by the District for such purpose) in a timely manner (not in excess of 10 business days after the occurrence of the Reportable Event). Incurrence of a Financial Obligation, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation, any of which affect security holders, if material, is a Reportable Event. Upon the incurrence of any Financial Obligation, as such term is defined in the Undertaking, the Disclosure Officer shall review such Financial Obligation and assess whether such Financial Obligation is material. If, in connection with such Financial Obligation, the District has agreed to any covenant, event of default, remedy, priority right or other similar term which affects security holders, the Disclosure Officer shall further review such term and assess whether the same is material. The Disclosure Officer shall prepare a summary of such review. If, in the Disclosure Officer’s reasonable judgment, following consultation with financial or legal professionals as necessary, such Financial Obligation and/or term of such Financial Obligation is deemed material, the Disclosure Officer shall file a summary of such Financial Obligation (or the entire financing document, provided that confidential or sensitive information may be redacted to the extent such redaction does not prevent all material terms from being disclosed) with EMMA not in excess of ten business days after the incurrence of such Financial Obligation. (This paragraph (d) shall only apply if the District has entered into an Undertaking on or after February 27, 2019.)

~~E.~~ E. — *Disclosure Procedures: EMMA Notices.* Whenever the District determines to file an EMMA Notice, or whenever the District decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice pursuant to these procedures:

~~1.~~ 1. — The Disclosure Officer shall prepare (or hire an agent to prepare) the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.

~~2.~~ 2. — In the case of a disclosure required by an Undertaking, the Disclosure Officer shall determine whether any changes to the EMMA Notice are necessary to make the document compliant with the Undertaking.

~~3.~~ 3. — If, in the Disclosure Officer’s reasonable judgment, the EMMA Notice is correct and complete and, in the case of a disclosure required by an Undertaking, complies with the Undertaking, the Disclosure Officer shall file the EMMA Notice with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

~~F.~~ F. — *Additional Responsibilities of the Disclosure Officer.* The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:

~~1.~~ 1. — Maintaining appropriate records of compliance with these Disclosure Procedures (including proofs of EMMA filings) and decisions made with respect to issues that have been raised;

~~2.~~ 2. — Evaluating the effectiveness of the procedures contained in these Disclosure Procedures; and

~~3.~~ 3. — Informing the Board when substantive revisions or modifications are made to these Disclosure Procedures.

~~G.~~ G. — *General Principles.*

~~1.~~ 1. — All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.

~~2.~~ 2. — The process of revising and updating the Disclosures should not be viewed as a mechanical insertion of current numbers. While it is not anticipated that there will be major changes in the form and content of the Disclosures at the time of each update, the Disclosure Officer should consider whether such changes are necessary or desirable to make sure the Disclosure does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading at the time of each update.

~~3.~~ 3. — Whenever the District releases information, whether in written or spoken form, that may reasonably be expected to reach investors, it is said to be “speaking to the market.” When speaking to the market, District officials must be sure that the released information does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading.

~~4.~~ 4. — While care should be taken not to shortcut or eliminate any steps outlined in these Disclosure Procedures on an ad hoc basis, the review and maintenance of the Disclosures is a fluid process and recommendations for improvement of these Disclosure Procedures should be solicited and regularly considered.

~~5.~~ 5. — The Disclosure Officer is authorized to request and pay for attendance at relevant conferences or presentations or annual training sessions conducted by outside counsel, consultants or experts in order to ensure a sufficient level of knowledge for the effective administration of these Disclosure Procedures.

LEGAL REF.: — 15 U.S.C. §77a ~~et seq.~~ *et seq.*, Securities Act of 1933.

15 U.S.C. §78a ~~et seq.~~ *et seq.*, Securities Exchange Act of 1934

17 C.F.R. §240.15c2-12.

XI. BOARD AND COMMITTEE REPORTS

A. Policy Committee

B. Four-Rivers Report

XII. CONSENT AGENDA

22

**CONSENT AGENDA ITEM**

July 21, 2021

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

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

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

- Consideration of Treasurer’s Report
- Consideration to Approve Previous Minutes
  - June 16, 2021 – Public Hearing Minutes
  - June 16, 2021 – Regular and Closed Session Minutes
  - June 23, 2021 – Public Hearing Minutes
  - June 23, 2021 – Special Meeting Minutes
  - June 30, 2021 – Special Meeting Minutes
- Consideration to Approve Lunch Prices for the 2021-2022 School Year
- Consideration to Approve Elementary Handbooks for 2021-2022
- Consideration to Approve Early Years Handbook for 2021-2022
- Consideration to Approve Crossroads Learning Center Handbook for 2021-2022
- Consideration to Approve JHS Handbook for 2021-2022

MOVED BY: \_\_\_\_\_

Seconded: \_\_\_\_\_

**YEA:**

**NAY:**

**YEA:**

**NAY:**

\_\_\_\_\_ MR. BEARD \_\_\_\_\_

\_\_\_\_\_ MR. CANTRELL \_\_\_\_\_

\_\_\_\_\_ MR. LONERGAN \_\_\_\_\_

\_\_\_\_\_ MR. MCBRIDE \_\_\_\_\_

\_\_\_\_\_ MRS. LEONARD \_\_\_\_\_

\_\_\_\_\_ MRS. WILSON \_\_\_\_\_

\_\_\_\_\_ MRS. STEWART \_\_\_\_\_

Background Information:

A. Consideration of Treasurer's Report

B. Consideration of Previous Minutes

- June 16, 2021 — Public Hearing Minutes
- June 16, 2021 — Regular and Closed Session Minutes
- June 23, 2021 — Public Hearing Minutes
- June 23, 2021 — Special Meeting Minutes
- June 30, 2021 — Special Meeting Minutes

C. Consideration to Approve Lunch Prices for the 2021-2022 School Year

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**CONSENT ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Richard Cunningham  
SUBJECT: Consideration to Approve Lunch Prices for School Year 2021-2022

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

“I move that the Board of Education approve the increase of student lunch prices to \$3.00 at the high school and \$2.45 at the elementary and middle school levels. This is an increase of \$.10 for both high school and elementary/middle schools.”

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

YEA:	NAY:	YEA:	NAY:
_____ MR. BEARD	_____	_____ MRS. LEONARD	_____
_____ MR. CANTRELL	_____	_____ MRS. WILSON	_____
_____ MR. LONERGAN	_____	_____ MRS. STEWART	_____
_____ MR. MCBRIDE	_____		

**Background Information:**

School Program regulations at 7 CFR 210.14(e) require school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. If your district charges a weighted average above the USDA Target Rate of at least \$3.00 in SY 21-22, you have met the Paid Lunch Equity (PLE) requirement. If however you charged less than these amounts, you must work through the USDA's PLE Calculator and can choose to either increase your paid meal prices, 2) contribute non-federal funds to the nonprofit school food service account, or 3) a combination of increasing prices and contributing non-federal funds. Maximum amount of increase per year is .10. Attached is a copy of the PLE used to determine pricing for district schools.

This year we do not have to complete PLE if we are operating Seamless Summer Option (SSO-all students eat Free) for 2021-2022, but it is recommended that PLE be completed, so the community knows where prices stand if SSO was not available. We are operating SSO, the first meal for students is Free, second meals will be charged as approved.



The following provides guidance on the calculations the SFAs can use in order to ensure they are in compliance with the requirements for School Year (SY) 2021-22. **This tool is for the contiguous States.**

### **SY 2021-22 Paid Lunch Equity Calculations**

For SY 2021-22, SFAs which, on a weighted average, charged less than the target weighted average price of **\$3.18 (\$3.72 in Hawaii, Guam, The U.S. Virgin Islands, & Puerto Rico and \$5.16 in Alaska)** for paid lunches in SY 2020-21 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount per meal increase will be calculated using 2 percent rate increase plus the Consumer Price Index (2.93 percent), totaling **4.93** percent.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2020-21 when calculating the weighted average lunch price increase for SY 2021-22. For example, if the unrounded SY 2020-21 requirement was \$2.98 but the SFA opted to round down to \$2.95, the calculation of the SY 2021-22 requirement is based on the \$2.98 unrounded SY 2020-21

If an SFA raised its weighted average paid lunch price above the required amount in SY 2020-21, that excess paid lunch price increase may be subtracted from the total SY 2021-22 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the weighted average price calculations. Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2020-21, the shortfall must be added to the total SY 2021-22 average weighted paid lunch price adjustment requirement.

### **Use of Non-Federal Sources Calculation**

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies that by the difference

### **Sources of Non-Federal Funds**

Beginning in SY 2013-14, FNS expanded the definition of a non-Federal source to include all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and participation in the breakfast program. FNS has received positive response to this

**Therefore, for SY 2020-21, SFAs may continue to count as a non-Federal source:**

- 1. Per-meal non-Federal reimbursement for any paid meal (breakfast, lunch, etc.)**
- 2. Any funds provided by organizations for *any paid* meal**

### **3. Any proportion attributable to *paid meals* from direct payments made from school district funds to support lunch service**

#### Credit for Excess Non-federal Funds

If an SFA's SY 2020-21 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2021-22 contribution requirement. Further, if the SY 2020-21 estimate was less than required, additional funds from non-Federal sources must be added. The non-Federal Calculator tab in the PLE Tool for determining the estimated amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch

#### **SY 2021-22 PLE Tool**

The first tab of the SY 2021-22 PLE Tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print

To assist SFAs making these required PLE calculations, the attached SY 2021-22 PLE Tool makes the following calculations:

- Weighted average paid lunch price for SY 2020-21
- Required average weighted paid lunch price increase for SY 2021-22
- Required non-Federal source contribution required for SY 2021-22

The PLE Tool takes into account adjustments to paid lunch prices made by the SFA in SY 2020-21 to calculate any credit or shortfall the SFA may have accrued for SY 2021-22. For SFAs that opted to contribute non-Federal funds,

Additionally, the SY 2021-22 PLE Tool includes a feature that makes calculations for SFAs that wish to split the SY 2021-22 requirement by both raising prices and contributing non-Federal funds. This option may be attractive to SFAs that do not want to raise the weighted average paid lunch price the entire amount that is required.

To use the attached SY 2021-22 PLE Tool. SFAs need the following information:

#### ALL SFAs need the following data to calculate the Weighted Average Price for SY 2021-22:

- SY 2020-21 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price
- All paid lunch prices for October 2020
- Number of paid lunches served associated with each paid lunch price in October 2020

#### SFAs that have opted to contribute non-Federal sources also need:

- The total number of paid lunches served in SY 2019-2020
- The total dollar amount of SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18, SY 2018-19, SY 2019-2020 and SY 2020-2021 non-Federal contribution

SFAs that wish to split the SY 2021-22 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE Tool includes a report that SFAs can use to track the information they will need to make their SY 2022-23 calculations. SFAs can print the report and keep it in their records.

February 2021

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SFA NAME:

## School Year (SY) 2021-22 Paid Lunch Equity (PLE) Tool Instructions

**Note:** Users may want to print the instructions and use them as they work your way through the PLE Tool.

The PLE Tool was created to help School Food Authorities (SFAs) calculate their paid lunch price increase requirement and/or non-Federal source contributions to meet the requirement specified in 7 CFR 210.14(e). If the pricing requirements calculated by the PLE Tool are not met or are exceeded, the PLE Tool will also calculate any amounts, including credits or deficits carried over into the next year. Note, the weighted average prices calculated in the tool are the weighted average of all student paid lunch prices charged in the SFA.

### TIPS:

- 1) Have last year's PLE Tool available for reference
- 2) Were credits carried over from last year?
- 3) Is the current weighted average paid lunch price above the requirement?
- 4) Only the tab(s) relevant to the SFA's selection of method to meet PLE requirements need to be completed
- 5) The \$0.10 cap does not mean that every SFA will raise the weighted average paid lunch price or contribute the equivalent in non-Federal funds. Depending on where the SFA is relative to meeting the PLE requirement, a contribution of less than \$0.10 may be required or the SFA may choose to contribute more than \$0.10.

**For more information on amounts carried over please refer to FNS Policy Memo SP 39-20**

*This version of the PLE Tool applies only to SY 2021-22. A new version of the PLE Tool will be issued for SY 2022-23.*

### The SY 2021-22 PLE Tool consists of 8 tabs:

Hyperlinks are also placed throughout the tool to navigate to the different tabs. Only the method selected to meet the PLE requirement have to be completed.

Tab 1: [Instructions](#)

Tab 2: [Annual Unrounded Requirements](#)

Tab 3: [SY 2021-22 Price Calculator](#)

Tab 4: [SY 2021-22 Non-Federal Calculator](#)

Tab 5: [SY 2021-22 Split Calculator](#)

Tab 6: [SY 2021-22 REPORT](#)

Tab 7: [SY 20-21 Price Calculator](#)

Tab 8: [SY 10-11 Price Calculator](#)

Tab 9: [PLE Guidance](#)

\* The tabs (SY 20-21 and SY 10-11 Price Calculators) are for use as needed

Cells shaded this color designate data entry cells. The SFA must enter the applicable data in these cells for the tool to calculate requirements

***Only complete the tabs for the method used for meeting the requirement (raising prices, contributing non-Federal sources, or the split calculator).***

**SFAs need the following data to calculate the Weighted Average Price for SY 2021-22:**

- 1.) SY 2020-21 Weighted Average Price
- 2.) SY 2010-11 Weighted Average Price, if the SY 2021-22 Weighted Average Price is unknown
- 3.) All student paid lunch prices for October 2020
- 4.) Number of paid lunches served associated with each student paid lunch price in October

**SFAs that opted to contribute non-Federal sources for SY 2021-22 need:**

- 1.) SY 2010-11 Weighted Average Price, as needed
- 2.) SY 2020-21 Weighted Average Price (if different from SY 2010-11 Weighted Average Price)
- 3.) Total number of student paid lunches served in SY 2019-20
- 4.) The total dollar amount of non-Federal contributions through SY 2020-21

### **SY 2021-22 WEIGHTED AVERAGE PAID LUNCH PRICE CALCULATION**

***These instructions are for SFAs increasing their weighted average prices to meet the SY 2021-22 paid lunch price requirement***

#### **Step 1**

Tab 2: [Annual Unrounded Requirement](#)

1. Enter SY 2020-21 unrounded price requirement in the orange box.

*If the SY 2020-21 unrounded price requirement is not known then use the annual unrounded requirement finder.*

*This figure sets the pricing requirements throughout the Tool and helps determine any amounts carried forward. This figure was calculated through the SY 2020-21 PLE Tool.*

*After calculating the SY 2021-22 weighted average price requirement for student paid lunches, click on the link labeled " **Click here to go to SY 2021-22 Price Calculator** "*

#### **Step 2**

Tab 3: [SY 2021-22 Price Adjustment Calculator](#)

*The box at the top of this tab displays the SY 2021-22 Weighted Average Price Requirement*

To calculate the SY 2020-21 Weighted Average Price the SFA must:

1. Enter the student paid lunch count for October 2020 associated with each paid meal price in the **Monthly # of Paid Lunches** column.

2. Enter each student paid lunch price in the SFA (including all schools – elementary, middle, high, etc) for October 2020 in the **Paid Lunch Price** column.

*Using the SY 2020-21 weighted average price, the tool calculates any amounts necessary to meet the SY 2021-22 weighted average price requirements and any amounts carried*

Tab 6: [SY 2021-22 REPORT](#)

This report is generated for use in the SY 2021-22 PLE tool and displays the SY 2021-22 requirements and any amount carried forward (as determined on the SY 2021-22 Price Calculator)

Select the SY 2021-22 method used to ensure sufficient funds are provided for PAID lunches

### <OPTIONAL> Step 3

#### Pricing Estimation Calculator

After an SFA has calculated the SY 2021-22 average student paid lunch price requirement, can be used to determine how the SFA wants to distribute the price increase within the SFA reach the new average paid lunch price. To do this an SFA must:

1. Enter the student paid lunch count for October 2020 associated with each student paid meal price in the **Monthly # of Paid Lunches** column.
2. Change individual student paid lunch prices until the average student paid lunch price reaches the new average student paid lunch price requirement. This amount will appear in the **Weighted Average Price** box.

SFAs have the flexibility to raise individual student prices using many different price combinations to ensure the weighted average student price equals the new SY 2021-22

[Go to SY 2020-21 Price Calculator](#)

## SY 2021-22 NON-FEDERAL SOURCE CONTRIBUTION CALCULATION

### Step 1

Tab 2: [Annual Unrounded Requiremen](#)

1. Enter SY 2020-21 unrounded price requirement in the orange box.

*If the SY 2020-21 unrounded price requirement is not known then use the annual*

This figure sets the pricing requirements throughout the PLE Tool and helps determine any amounts carried forward. This figure was calculated through the SY 2020-21 PLE Tool. After calculating the SY 2021-22 weighted average price requirement for paid lunches, go to SY 2021-22 Non-Federal Source Calculator tab

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### Step 2

Tab 4: [SY 2021-22 NonFederal Calculat](#)

*The box at the top of this tab displays the SY 2020-21 Weighted Average Price Requirement*

**SY 2021-22 Non-Federal Source Contribution Requirement**

1.) Enter the current weighted average student paid lunch price.

*This price may be the same as the SY 2020-21 weighted average price determined on the Unrounded Requirement Finder tab if the SFA did not raise the weighted average price in SY 2020-2021. To determine the most current average weighted price go to the SY 2020-*

2.) Enter the student paid lunch count for the entire 2019-20 School Year in the orange **Annual # of Paid Lunches** box in the Non-Federal Source Contribution Calculator for SY 2021-22.

*The Tool will calculate the annual non-Federal source contribution for SY 2021-22 with and will apply the \$0.10 cent cap if applicable*

2.) Enter the amount of **Non-Federal Source Funds Contributed for SY 2011-12 through SY 2020-21** in the orange box labeled as such.

Based on the actual amount contributed for SY 2020-21, the tool calculates the following:

- Remaining Annual Non-Federal Source Contribution for SY 2021-22
- Remaining Annual Non-Federal Source Contribution carried forward to SY 2022-23
- Remaining Credit carried forward to SY 2022-23

Tab 6: [SY 2021-22 REPORT](#)

requirements and any amount carried forward determined on the SY 2021-22 Price Calculator

Select the SY 2021-22 method used to ensure sufficient funds are provided for PAID lunches

**SY 2021-22 Split Calculator**

*This tab is for those SFAs wishing to split their requirement by both raising prices and contributing non-Federal sources*

**Step 1**

Tab 2: [Annual Unrounded Requiremer](#)

1. Enter SY 2020-21 unrounded price requirement in the orange box.

*If the SY 2019-20 unrounded price requirement is not known then use the annual*

*After calculating the SY 2021-22 weighted average price requirement for paid lunches, click on the link labeled " **Click here to go to SY 2021-22 Split Calculator** "*

**Step 2**

Tab 5: [SY 2021-22 Split Calculator](#)

*The box at the top of this tab displays the SY 2021-22 Weighted Average Price Requirement*

To calculate the SY 2021-22 Weighted Average Price the SFA must:

1. Enter the student paid lunch count for October 2020 associated with each student paid meal price in the **Monthly # of Paid Lunches** column.
2. Enter each student paid lunch price in the SFA (including all schools – elementary, middle, high, etc) for October 2020 in the **Paid Lunch Price** column.

*Using the SY 2020-21 weighted average price, the tool calculates any amounts necessary to meet the SY 2021-22 weighted average price requirements and any amounts carried*

### Step 3

1. Enter the weighted average price the SFA plans to charge for student paid lunches in SY 2021-22 in the "New Price Increase "

### Step 4

To calculate the remaining amount of non-Federal sources contributions needed, the SFA n

- 1.) Enter the student paid lunch count for the entire 2019-2020 School Year in the orange **Annual # of Paid Lunches** box in the Non-Federal Source Contribution Calculator for SY 2021-22.
- 2.) Enter the actual amount of the non-Federal source contribution in the orange box labeled **Amount of Non-Federal Source Funds Contributed from SY 2011-12 through SY 20**

Based on the actual amount contributed for SY 2020-21, the tool calculates the following:

- Remaining Annual Non-Federal Source Contribution for SY 2021-22
- Remaining Annual Non-Federal Source Contribution carried forward to SY 2022-23
- Remaining Credit carried forward to SY 2022-23

#### Tab 6: [SY 2021-22 REPORT](#)

This report is generated for use in the SY 2021-22 PLE tool and displays the SY 2020-21 requirements and any amount carried forward determined on the SY 2020-21 Price

Select the SY 2021-22 method used to ensure sufficient funds are provided for PAID lunches

***SFAs may use optional tabs 7 and 8 to make calculations from previous years .***

February 2021

SFA NAME:	0
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Step 1	
Enter the SY 2020-21 Unrounded Price Requirement in the box below	SY 2021-22 Weighted Average Price Requirement
<i>This is found in Section 1: Box A of the SY 2020-21 REPORT from the SY 2020-21 tool or below (Price 2)</i>	Requirement price to the nearest cent
	\$ -
<p><i>Note: Above prices are based on adjusting SY 2020-21 price requirement by the 2% rate increase plus the Consumer Price Index (2.93%)</i></p>	

Complete if you do NOT know your SY 2020-21 Unrounded Price Requirement		
<b><u>Annual Unrounded Requirement Finder</u></b>		
Enter the <b>SY 2010-11</b> Weighted Average Price below ** The weighted average price for SY 2010-11 is the weighted average of all paid lunch prices charged in the SFA		
SY 2010-11 Weighted Average Price	Unrounded Price Requirements	
	SY 2019-20 Requirement price to the nearest cent	Price 2: SY 2020-21 Requirement price to the nearest cent
	\$ -	\$ -

SY 18-19	\$	-	
SY 17-18	\$	-	
SY 16-17	\$	-	
SY 15-16	\$	-	
SY 14-15	\$	-	
SY 13-14	\$	-	
SY 12-13	\$	-	
SY 11-12	\$	-	
<p><b><u><a href="#">If you do not know your SY2010-2011 Weighted Average Price</a></u></b>  <b><u><a href="#">CLICK HERE</a></u></b></p>			
<p><i>Note: The SY 2020-21 requirement is based on price increase requirements from SY 2011-12 through SY 2019-20.</i></p>			

**Use the links below to go to the next step:**

<a href="#">Click here to go to SY 2021-22 Price Calculator</a>
<a href="#">Click here to go to SY 2021-22 Non-Federal Source Calculator</a>
<a href="#">Click here to go to SY 2021-22 Split Calculator</a>
<a href="#">Go to Instructions</a>

Note: This tool is created to allow the user to only enter the weighted average price. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

February 2021

# SY 2021-22 Price Adjustment Calculator

[Go to Instructions](#)

SY 2021-22 Weighted Average Price Requirement	
Requirement price to the nearest cent	<i>Optional</i> price requirement <b>ROUNDED DOWN</b> to nearest 5 cent
\$ 2.73	\$ 2.70
<i>Note: Above prices are based on adjusting SY 2020-21 price requirement by the 2% rate increase plus the</i>	

## SY 2020-21 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for  
**October 2020.**

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2020-21 Weighted Average Price
1.	-	\$ 2.90	\$ -	
2.	5	\$ 2.35	\$ 11.75	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	<b>5</b>		<b>\$ 11.75</b>	<b>\$ 2.35</b>

Note: SY 2020-21 Weighted Average Price equal to or above the target price of **\$3.18** are compliant for SY 2021-22. **\$3.18** is the difference between the Free and Paid reimbursement

Total Price Increase for SY 2021-22
\$ 0.35

Required price increase for SY 2021-22 (with 10 cent cap)
\$ 2.45

<b>Remaining increase carried forward</b>	
\$	0.25

<b>Remaining credit carried forward</b>	
\$	-

[Go to SY 2021-22 Report](#)

## Step 3 (Optional)

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	-		\$ -	\$ -

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.  
February 2021

## SY 2021-22 Non-Federal Contribution Calculator

[Go to Instructions](#)

SY 2021-22 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price ROUNDED DOWN to nearest 5 cent
\$ -	\$ -
<i>Note: Above prices are based on adjusting SY 2020-21 price requirement by the 2% rate increase plus the Consumer Price Index (2.93%)</i>	

Current Weighted Average Paid Price	
Enter in the current weighted average paid lunch price. <i>Note: If SFA did not change the weighted average paid lunch price in SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18, SY 18-19 or SY 19-20 enter the SY 2010-11 weighted average</i>	
\$ -	<a href="#">Click here to determine SY 2020-21 weighted average price</a>

Non-Federal Source Contribution Calculator for SY 2021-22		
Enter the total paid lunch count (for all prices). <i>** Annual Non-Federal Source funds for SY 2021-22 are estimated based on the ACTUAL lunch count entered below</i>		
# of Paid Lunches for SY 2019-20**	TOTAL Price Increase for SY 2021-22	TOTAL SY 2021-22 Annual Non-Federal Source Contribution
	\$ -	\$ -
<i>Note: Total price increase for SY 2021-22 is based on the difference between the weighted average price entered above and SY 2021-22</i>		

Enter total amount of Non-Federal Source Funds Contributed for SY 2011-12 through SY 2020-21	Annual Non-Federal Source Contribution Requirement for SY 2021-22
	\$ -

Price Increase Requirement for SY 2021-22	Federal Source Contribution (with \$0.10 cent cap)
\$ -	\$ -

Federal Source Contribution carried forward to SY 2022-23
\$ -

Remaining Credit carried forward to SY 2022-23
\$ -

[Go to SY 2021-22 REPORT](#)

of non-Federal Source funds contributed for SY 2021-22. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect annual non-Federal source contribution. Users should not modify the tool's current functionality.

## SY 2021-22 Split Price and Non-Federal Calculations

[Go to Instructions](#)

SY 2021-22 Weighted Average Price Requirement	
Requirement price to the nearest cent	<i>Optional price requirement</i> <b>ROUNDED DOWN</b> to nearest 5
\$ -	\$ -
<i>Note: Above prices are based on adjusting SY 2020-21 price requirement by the 2% rate increase plus the Consumer Price Index (2.02%)</i>	

### SY 2020-21 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2020-21 Weighted Average
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	-		\$ -	\$ -
<i>\$3.18 are compliant for SY 2020-21. \$3.18 is the difference between the Free and Paid reimbursement rates for SY 2020-21.</i>				

Total Price Increase for SY 2021-22
\$ -

Required price increase for
-----------------------------

<b>SY 2021-22 (with \$0.10 cent</b>
\$ -

<b>New Price Increase</b>	
<i>Enter the new price increase for SY 2021-22 to assist in meeting the requirement. See optional Pricing Estimation Calculator below if needed.</i>	
<table border="1" style="width: 100px; height: 20px; background-color: #f4a460;"> <tr> <td></td> </tr> </table>	

<b>Non-Federal Source Contribution Calculator for SY 2021-22</b>		
Enter the total paid lunch count (for all prices). ** Annual Non-Federal Source funds for SY 2021-22 are estimated based on the ACTUAL lunch count entered below.		
<b>Enter annual # of Paid Lunches for SY 2019-</b>	<b>Total remaining required Price</b>	<b>TOTAL SY 2021-22 Annual Non-Federal Source</b>
	\$ -	\$ -
<i>Note: Total price increase for SY 2021-22 is based on the difference between the weighted average price entered above and SY 2021-22</i>		

<b>Enter total amount of Non-Federal Source Funds Contributed for SY 2011-12 through SY 2020-21</b>	<b>Annual Non-Federal Source Contribution Requirement for SY 2021-22</b>	
<table border="1" style="width: 100px; height: 20px; background-color: #f4a460;"> <tr> <td></td> </tr> </table>		\$ -

<b>Price Increase Requirement for SY 2021- 22 (with \$0.10 cent cap)</b>	<b>SY 2021-22 Annual Non- Federal Source Contribution (with \$0.10 cent cap)</b>
\$ -	\$ -

<b>Remaining Annual Non- Federal Source Contribution Requiremen t carried forward to SY 2022-23</b>
\$ -

<b>Remaining Credit carried forward to SY 2022-23</b>
\$ -

## (Optional)

### Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	-		\$ -	\$ -

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's

SFA NAME:	0
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### SY 2021-22 Weighted Average Pricing Report

This report assists in tracking the pricing requirements and amounts carried forward for SY 2021-2022. Information on this report is used to determine the

SY 2021-22 weighted average price requirements.  
 NOTE: If information is changed in the tool, the report contents will change

#### Section 1: SY 2021-22 Weighted Average Paid Price Requirements

A. SY 2021-22 Weighted Average Price Requirement*:	\$0.00
*This price will be entered into the SY 2022-23	
B. <i>Optional</i> Price <b>ROUNDED DOWN</b> to nearest \$0.05 cents:	\$0.00

#### Section 2: Amounts Carried Forward to SY 2022-23

Select the SY 2020-21 method used to ensure sufficient funds are provided for PAID Lunches

Exemption Granted	▼
Enter the SY 2021-2022 average weighted paid lunch price here:	

#### Average Weighted Price Adjustments

A. Remaining increase carried forward to SY 2022-23:	N/A
B. Remaining credit carried forward to SY 2022-23:	N/A
Enter in the new average weighted price for SY 2021-22:	\$0.00

#### Non-Federal Source Contributions

C. Remaining Annual Non-Federal Source Contribution carried forward to SY 2022-23:	N/A
D. Remaining Credit carried forward to SY 2022-23:	N/A
Enter the amount of Non-Federal Source contributions for SY 2021-22:	
Enter Sources of Non-Federal Funds Contributed:	
General Fund Transfer	

#### Split Calculations

Both average weighted price adjustments and Non-Federal source contributions

E. Remaining Annual Non-Federal Source Contribution carried forward to SY 2022-23:	N/A
F. Remaining Credit carried forward to SY 2022-23:	N/A
Enter the amount of Non-Federal Source contributions for SY 2021-22:	
new average weighted price for SY 2021-22:	

SFA NAME:	0
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**2020-21 Weighted Average Price Calcula**

Enter current prices and number of lunches sold at each price using **October 2020** data.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2020-21 Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	-		\$ -	\$ - <b>is the SY 2020-21 Weighted Average Price</b>

*Enter this price in Step 1 in unrounded requirement finder tab*

[Click to go back to SY 21-22 Non-Federal Calculator](#)

[Go to instructions](#)

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current

February 2021

SFA NAME:	0
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**2010-2011 Weighted Average Price Calculator**

Enter current prices and number of lunches sold at each price using **October 2010** data.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2010-11 Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
<b>TOTAL</b>	-		\$ -	\$ - e SY2010-2011 weighted average

Rounded  
Weighted  
Avg Price     \$     -

*Enter this price in the Unrounded Requirement Finder tab*

[Click to go back to Unrounded Requirement Finder](#)     [Go to instructions](#)

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current

February 2021



**CONSENT ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Kelly Zoellner  
SUBJECT: Approval of Elementary School Handbooks

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves Elementary School Handbooks for the 2021-2022 school year as presented.

MOVED BY:

Seconded:

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____ STEWART	_____	_____ McBRIDE	_____
_____ BEARD	_____	_____ LEONARD	_____
_____ CANTRELL	_____	_____ WILSON	_____
_____ LONERGAN	_____		

Background Information:

No significant changes were made this year. The handbooks are updated annually with policies and recommendations from the Illinois Principals Association Model Student Handbook.



*Logo by Steve Varble, Eisenhower Class of '80*

# **PARENT - STUDENT HANDBOOK 2021-2022**

***Eisenhower Elementary School***

***1901 W. Lafayette Avenue***

***Jacksonville, Illinois 62650***

***(217) 245-5107***

***[www.eisenhower.jsd117.org](http://www.eisenhower.jsd117.org)***

August 2021

Dear Eisenhower Elementary Parents/Guardians:

Welcome to a new school year—hopefully a more normal one!-- at Eisenhower Elementary School! Members of our faculty, staff, and administration are looking forward to another year aligned with our school Mission Statement: **creating a collaborative learning environment in which each child has the opportunity to reach his or her full potential.**

One way for parents/guardians to ensure their children's success is to review and discuss with them the policies and procedures presented in this Handbook. Please read together this handbook with the offerings and expectations for students, and do not hesitate to contact the school with questions.

Another means of parent/guardian support in this mission is to become active partners with us in the education of your child(ren). There are multiple ways to become involved in the school: please consider joining us for our quarterly Parent Teacher Advisory Council (PTAC) meetings, volunteering in the school, or helping with field trips and special projects.

Any time you might have a question, please do not hesitate to call the school or stop by for a visit. We look forward to joining with you to provide a great education for your child!

Beth Brockschmidt  
Principal

## **INTRODUCTORY INFORMATION AND GENERAL NOTICES**

### **School Operations During a Pandemic or Other Health Emergency**

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

### **General School Information**

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website ([www.jsd117.org](http://www.jsd117.org)) or at the Board office, located at

211 W. State St.  
Jacksonville, IL 62650

**Board of Education**

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President  
 Mr. Mike Lonergan, Vice-President  
 Mrs. Teresa Wilson, Secretary  
 Mr. Steve Cantrell, Member  
 Mrs. Heather Leonard, Member  
 Mr. Bob McBride, Member  
 Mrs. Brenda Stewart, Member

**Administration**

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
 Mrs. Beth Brockschmidt, Principal  
 Mrs. Jennifer Stendback, Dean of Students

**Location**

The school is located and may be contacted at 1901 W. Lafayette Ave., Jacksonville, IL 62650, 217-245-5107,

**Additional Information**

For more information, visit us online at [www.eisenhower.jsd117.org](http://www.eisenhower.jsd117.org).

**RESIDENCY**

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student.

Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency.

Proof of residency can be established by providing school officials with the following:

Category I (one document required)

- most recent property tax bill and proof of payment
- mortgage papers
- signed and dated lease with proof of the last month's payment
- letter from manager and proof of last month's payment
- letter of residence from landlord

Category II (two documents required)

- vehicle registration
- voter registration
- driver's license
- recent cable, electric, gas, or water bill
- public aid card
- current homeowners/renters insurance policy
- current library card
- receipt for moving van rental
- mail received at new residence

**Contact Information, Change of Residence, Change in Telephone Number, etc.**

If you change your address, home telephone number, parent's work numbers, or emergency numbers, please notify the office immediately.

**STUDENT TRANSFER**

If you move to an address outside the Eisenhower attendance area, you must either fill out a transfer request form to remain at Eisenhower for the rest of the year or enroll your child in the appropriate school for that area. Transfer request forms are available at each school or from the District Office. Class size, attendance record, behavior,

parental involvement, and the reason for the request are some of the factors used in determining the approval or denial of the request.

## **VISITORS**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## **EQUAL OPPORTUNITY AND SEX EQUITY**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the District Director of Operations at (217) 243-9411.

### **ANIMALS ON SCHOOL PROPERTY**

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### **SCHOOL VOLUNTEERS**

All school volunteers must complete the application provided through the “Secure Volunteer” portal found at [www.jsd117.org](http://www.jsd117.org) and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

### **INVITATIONS, GIFTS, BIRTHDAY PARTIES, AND TREATS**

Party invitations, flowers, gifts, or treats for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. Birthday parties and treats are not permitted during school time.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home using the list in the school directory if available. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

### **Treats and Snacks**

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks must not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value. **NO BIRTHDAY TREATS WITHOUT TEACHER’S PRIOR KNOWLEDGE, PLEASE!**

### **EMERGENCY SCHOOL CLOSINGS**

In cases of bad weather and other local emergencies, please listen to any messages sent through the School Messenger System as well as local radio or television stations to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child’s safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If schools dismiss early for an emergency, all after-school functions are automatically cancelled.

### **LATE-IN SCHEDULE**

The school board has adopted a “late-in” option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, Eisenhower Elementary doors will open at 9:30 and school will begin at 10:10. Dismissal will continue to be at 2:35. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

### **VIDEO AND AUDIO MONITORING SYSTEMS**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors,

and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

### **ACCOMMODATING INDIVIDUALS WITH DISABILITIES**

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

### **STUDENTS WITH FOOD ALLERGIES**

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 245-5107.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

### **CARE OF STUDENTS WITH DIABETES**

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

### **SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

### **ATTENDANCE**

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

There are certain exceptions to the attendance requirement for children who attend private school; are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her

physician); are lawfully and necessarily employed; are between the ages of 12 and 14 while in confirmation classes; have a religious reason requiring absence; or are 16 or older and employed and enrolled in a graduation incentive program.

### **Student Absences**

There are two types of absences: excused and unexcused. Excused absences include illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

All other absences, including family vacations, are considered unexcused. Prearranged excused absences must be approved by the principal. The school may require documentation explaining the reason for the student's absence. In the event of any absence, the student's parent or guardian is required to call the school at (217) 245-5107 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

### **Release Time for Religious Instruction/Observance**

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

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

### **Make-Up Work**

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

### **Truancy**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Additionally, being on time for the start of any school day is very important to a child's academic success. Eisenhower periodically rewards students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

### **GRADING AND PROMOTION**

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests, and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

### **HOMEWORK**

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability, and grade level.

### **EXEMPTION FROM PE REQUIREMENT (K-8<sup>TH</sup>)**

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.301.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course

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

### **HOME AND HOSPITAL INSTRUCTION**

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact Barbie Davidsmeyer, Director of Special Services at (217) 243-9411.

### **FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES**

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The district office will give additional consideration where one or more of the following factors are present:

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

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

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

### **SCHOOL BREAKFAST AND LUNCH PROGRAM**

Breakfast is served every school day from 7:30 a.m. to 7:55 a.m. Breakfast may be purchased on a daily basis for \$1.50 or may be deducted from a student's cafeteria account. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is \$.40 and juice is \$.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase a school lunch for \$2.35 and/or milk for \$.40. **Soda and energy drinks are not permitted.** School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school.

If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive “low balance” alerts via email and phone. Directions for receiving alerts can be found online at [www.jsd117.org](http://www.jsd117.org) under the “For Parents” tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

## **TRANSPORTATION AND PARKING**

### **Bus Transportation**

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off.

Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district’s regular suspension procedures shall be used to suspend a student’s privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student’s parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student’s safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver’s instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver’s signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact Brent Dunn, Director of Transportation at (217) 245-6624.

### **Bus Conduct**

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

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

### **Drop-Off/Pick-up, Traffic Pattern, and Parking**

The traffic pattern, parking areas, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by...

1. Pulling all the way up when dropping off in the morning. This reduces waiting time.
2. Using the main lot if you intend to help your child exit the vehicle in the morning. This reduces waiting as well.
3. Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
4. Parking only within the main parking lot. Vehicles must not be parked outside the islands on the west end of the lot. This is part of the driveway and double parking creates a dangerous situation.
5. Observing and respecting the ONE WAY traffic pattern.
6. Respecting crossing guards: they keep our children safe!
7. Respecting **SCHOOL ZONE SPEED LIMITS**. Offenders are reported to local law enforcement.
8. Obeying State law regarding **NO CELL PHONE USE**. Offenders are reported to local law enforcement.
9. Reserving the handicap parking space for parents/guardians who need this accessibility when leaving the vehicle to pick up their child. Children first grade or older will use the crosswalk to meet caregivers in the main parking lot.
10. Watching out for children at all times.

\*Remember: all traffic flow around Eisenhower is **ONE WAY** during school hours and while children are present and will be strictly enforced. For safety reasons, during arrival and dismissal times, all traffic south of the building must exit to the west.

### **Students Who Walk to School**

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through our neighbors' yards.

At dismissal walkers should not cross the school parking lot or head west. All walkers should use only the marked crosswalks.

### **Students Who Ride Bicycles or Scooters**

- should walk their vehicles on school grounds and across the supervised crossing area east of the school
- should NOT ride on the school sidewalks
- should ride in the same direction as traffic, staying to side of the road
- should not ride in the middle of the road or "criss-cross"
- should obey traffic signs
- Bicycles should be parked in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- Skateboards and rollerblades should NOT be brought to school

### **Parking**

Visitors may park in the main parking lot on the south side of the school except where marked. ONLY STAFF may use the staff parking lot during school hours.

Vehicles MAY NOT be parked or located in the bus, daycare, or fire lanes at ANY TIME. Bus Lanes, fire lanes, and day care pickup lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

## **IMMUNIZATION, HEALTH, EYE AND DENTAL EXAMINATIONS**

### **Required Health Examinations and Immunizations**

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

**All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.**

### **Eye Examination**

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

### **Dental Examination**

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

### **Exemptions**

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack 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 student's parent/guardian shows an undue burden or a lack of access to a dentist.

## **STUDENT MEDICATION**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

### **SELF-ADMINISTRATION OF MEDICINE**

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

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

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

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

### **ADMINISTRATION OF MEDICAL CANNABIS**

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

### **EMERGENCY AID TO STUDENTS**

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

### **DESIGNATED CAREGIVER ADMINISTRATION OF MEDICAL CANNABIS**

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form – Medical Cannabis*,

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

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she required administration of the product during school hours.

### **COMMUNICABLE DISEASES**

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

### **HEAD LICE**

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

### **SAFETY DRILL PROCEDURES AND CONDUCT**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

### **GENERAL BUILDING CONDUCT**

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

## **SCHOOL DRESS CODE & STUDENT APPEARANCE**

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandanas, sweat bands, and sun glasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES or SANDALS are allowed.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

## **STUDENT BEHAVIOR**

Copies of all School District policies on student behavior are available online through the School District's website or in the school office.

### **Prohibited Student Conduct**

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
  - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- f. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
- 7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
- 8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification, or submit to a search.
- 9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
- 10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
- 11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
- 12. Engaging in teen dating violence.
- 13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
- 14. Entering school property or a school facility without proper authorization.
- 15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
- 16. Being absent without a recognized excuse.
- 17. Being involved with any public school fraternity, sorority, or secret society.
- 18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.

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

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

#### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to

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

#### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student’s parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an

alternative disciplinary measure will be assigned to the student.)

8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), “lookalikes,” alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

**Isolated Time Out, Time Out and Physical Restraint** Isolated time out, time out, and physical restraint shall only be used if the student’s behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

#### **Corporal Punishment**

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

#### **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alike” of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.

#### **Gang and Gang Activity Prohibited**

“Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang

activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

### **Prevention of and Response to Bullying, Intimidation, and Harassment**

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals. Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is **prohibited** in each of the following situations:

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

#### **Complaint Managers:**

Ms. Tami Stice, Director of Human Resources  
211 W. State Street  
Jacksonville, IL 62650  
(217)243-9411

Mr. Tim Chipman, Principal  
1700 S. West Street  
Jacksonville, IL 62650  
(217)245-5514

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

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

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

### **Sexual Harassment Prohibited**

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

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

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

### **Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

### **Making a Complaint; Enforcement**

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

#### **Nondiscrimination Coordinator:**

Ms. Tami Stice, Director of Human Resources  
211 W. State Street  
Jacksonville, IL 62650  
(217) 243-9411  
[tstice@jsd117.org](mailto:tstice@jsd117.org)

#### **Complaint Manager:**

Mr. Tim Chipman  
1700 S. West Street  
Jacksonville, IL 62650  
(217)243-9411  
[tchipman@jsd117.org](mailto:tchipman@jsd117.org)

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

### **Cafeteria Rules**

1. Students shall not save seats for other students.

2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked and dropped in the trash can. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except when given permission by lunchroom aides.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

### **FIELD TRIPS**

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission.

Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

### **INTERNET, TECHNOLOGY & PUBLICATIONS**

#### **Access to Student Social Networking Passwords and Websites**

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

#### **Student Use of Electronic Devices**

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod®, iPad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

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

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student’s parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student’s parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student’s parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

### **Internet Acceptable Use**

All use of electronic network use must be consistent with the school’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Acceptable Use - All users of the District Technology System (“System”) must comply with the District’s Acceptable Use Policy (AUP). “User” is defined as any individual who uses the System. These guidelines may change and notice will be given to stakeholders through [www.jsd117.org](http://www.jsd117.org). The Board’s comprehensive policy manual is available for public inspection through the District’s website [www.jsd117.org](http://www.jsd117.org) or at the Board office located at: 211 W. State St., Jacksonville, IL 62650.

A signed AUP must be on file for each User no later than 10 school days after the start of the school year. It is also understood that this document goes into effect beginning with the first day of school. The AUP is to be electronically acknowledged online during registration or upon entering as a new student to the district. Users with no AUP on file after the 10th day will be denied access to the System.

The System shall include:

- Personal devices when connected to the System
- All device hardware and software owned or operated by the District
- District electronic mail, website, and browser-based services (e.g. Skyward, District Google accounts)
- District affiliated social media services
- District wired and wireless network access

The System, including all information and documentation contained therein is the property of the District except as otherwise provided by law.

“Use” of the System shall include use of or obtaining access to the System from any device whether or not owned or operated by the District.

The Board of Education of Jacksonville School District 117 supports the use of the Internet and other computer networks in the District’s instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research, and collaboration. Use of the System shall be consistent with the curriculum adopted by the school district, as well as the varied instructional needs, learning styles, abilities, and developmental levels of users.

### **Authority**

The electronic information available to users does not imply endorsement of the content by the school district, nor does the District guarantee the accuracy of information received on the Internet. The District shall not be responsible for any information that may be lost, damaged, or unavailable when using the System or for any information that is retrieved via the Internet. While the District takes precautions to restrict controversial material, it is impossible to restrict all materials that might be deemed controversial.

The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Users have no expectation of privacy in their use of the System. The District has the right to access, review, copy, delete, or disclose, as allowed by law, any user files accessed through the System. The District has the right to and does monitor use of the System by users, including access of the Internet, as part of System maintenance and to determine whether use is consistent with federal and state laws and District policies and guidelines.

The Board establishes that use of the System is a privilege, not a right; inappropriate, unauthorized, and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

### **Responsibility**

The District shall provide reasonable effort and supervision to ensure that this educational resource is used responsibly. Administrators, teachers, and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students are responsible for appropriate behavior on the District's System just as they are in a classroom or on a playground.

No warranty, expressed or implied, is made as to the quality or extent of Internet service or access by users on the District's system. The District shall not be responsible for any damages the user suffers. This includes, but is not limited to, damage to personal devices, loss of data from delays, non-deliveries, missed-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of information obtained via the Internet is at the user's own risk. The District is not responsible for any user's intentional or unintentional access of material on the Internet which may be obscene, indecent, or of an inappropriate nature.

### **Network Guidelines**

Network accounts will be used only by the authorized owner of the account for its authorized purpose. System users shall respect the privacy of other users on the system. Each user is responsible for his/her individual account and must take all reasonable precautions to prevent others from being able to use their account(s).

### **Prohibitions**

Users are expected to act in a responsible, ethical, and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state law. Prohibitions include but are not limited to the following:

1. Engage in activities which are not related to District educational purposes or which are contrary to the instructions from supervising District employees as to the System's use.
2. Access, retrieve, or view obscene, profane, or indecent materials, which, taken as a whole, do not have any literary, artistic, political, or scientific value that is connected to the District curriculum.
3. Access, retrieve, view or disseminate any material in violation of any federal or state laws or regulation or District policy or rules. This includes, but is not limited to improper use of copyrighted material; improper use of the System to commit fraud or with the intent to commit fraud; improper use of passwords or access codes; or disclosing full name, home address, or phone number of any student, District employee, or System user.
4. Transfer any software to or from the System without authorization from the System Administrator.
5. Use of the System for commercial or for-profit purposes.
6. Use of social networking of any form (e.g. Facebook, Twitter, Yahoo mail, Google for Education) unless approved by a District Administrator for educational purposes.

7. Use of the System for product advertisement for political lobbying.
8. Use of the System to harass, threaten, intimidate, or demean an individual or group of individuals for any reason including but not limited to: sex, color, race, religion, disability, national origin, or sexual orientation.
9. Use of the System to disrupt the educational process, including use that is reasonably foreseeable to result in a disruption, or interfere with the rights of others at any time, either during school days or after school hours.
10. Gain unauthorized access to or vandalize the data or files of another user.
11. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials
12. Forge or improperly alter electronic mail messages, use an account owned by another user without authorization, or disclose the user's individual password or that of another user.
13. Use of the System to invade the privacy of any individual, including violating federal or state laws regarding limitations on the disclosure of student records.
14. Use of the System to download, copy, print or otherwise store or possess any data which violates federal or state copyright laws or these Guidelines.
15. Use of the System to search for inappropriate sites/content. Internet searches are to be curricular related.
16. Use of the System to intentionally obtain or modify files, passwords, and data belonging to other users.
17. Conceal or misrepresent the user's identity, or the use of any means to remain anonymous while using the System.
18. Installation, loading, or use of unauthorized games, program files, or other electronic media.
19. Destruction, modification, or abuse of network hardware and software
20. Using the System while access privileges are suspended or revoked
21. Using another person's account or password
22. Possessing personal storage devices that contain executable files including but not limited to portable browsers, hacking tools, network sniffers, etc. Personal storage devices may only be used to store non-executable files unless prior approval is granted by the system administrator

### **Consequences for Inappropriate Use**

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
  - a. discipline as provided in the District's policies,
  - b. suspension or revocation of System privileges, and
  - c. referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any part of the System. This includes, but is not limited to, uploading or creation of computer viruses.

### **Security**

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in with another user's name.
3. Users identified as a security risk or having a history of problems with other computer systems may be denied access to the network.
4. If a user identifies a security problem, he/she must notify the appropriate building personnel. Building personnel will notify the District's system administrator. Do not demonstrate the problem to others.
5. Attempts to log on to the System as a system administrator by anyone other than the system administrator will result in cancellation of user privileges.

### **Safety**

Reasonable and good faith efforts shall be employed to protect users from harassment or unwanted or unsolicited electronic communication. Any user who receives threatening or unwelcome communications shall immediately bring them to the attention of the appropriate building personnel. Building personnel will notify the appropriate building administrator. The building administrator will notify the district system administrator.

User shall not reveal personal addresses to other users on the network, unless required to do so by law or court order.

### **Copyright**

The illegal use of copyrighted software by users is prohibited. Any software uploaded to or downloaded from the System shall be subject to "fair use" guidelines.

Republishing of text or graphics found on the Web or on the District's Web Site or file servers shall provide a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

### **Guidelines for Student Distribution of Non-School Publications**

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities.
  2. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
  3. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
  4. Is reasonably viewed as promoting illegal drug use; or
  5. Is primarily prepared by non-students and distributed in elementary and/or middle schools.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.

8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

## **ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY**

### **Vendors Under the Student Online Personal Protection Act**

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activitiesSpecial indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

## **SEARCH AND SEIZURE**

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### **Student Searches**

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district’s student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction.

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

### **Seizure of Property**

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

### **Questioning of Students Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student’s parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student’s parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

## **SPECIAL EDUCATION**

### **Education of Children with Disabilities**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:  
Ms. Barbie Davidsmeyer, Director of Student Services  
211 W. State Street  
Jacksonville, IL 62650  
(217)243-7402

### **Discipline of Students with Disabilities**

#### **Behavioral Interventions**

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

#### **Discipline of Special Education Students**

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

#### **Access to Classroom for Special Education Observation or Evaluation**

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

#### **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.

For further information, please contact the school principal.

### **STUDENT RECORDS AND PRIVACY**

#### **Surveys by Third Parties**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student’s parent/guardian may inspect the survey or evaluation, upon their request and within a

reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

### **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

### **Selling or Marketing Students' Personal Information is Prohibited**

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent/guardian has consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions.

### **Student Records**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18

years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the

health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**  
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
6. **The right to prohibit the release of directory information.**  
Throughout the school year, the District may release directory information regarding students, limited to:
  - Name
  - Address
  - Grade level
  - Birth date and place
  - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
  - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
  - Academic awards, degrees, and honors
  - Information in relation to school-sponsored activities, organizations, and athletics
  - Major field of study
  - Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>2</sup>**  
Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.
8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**
9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

## Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## **PARENTAL RIGHT NOTIFICATIONS**

### **Standardized Testing**

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following:

- NWEA Measures of Academic Progress (K-5)
- Illinois Assessment of Readiness (3-5)

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

### **Homeless Child's Right to Education**

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

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

### **Sex Education Instruction**

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion.

Nothing in this Section prohibits instruction in sanitation, hygiene, or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

### **Parent Involvement Compact (Title 1)**

The school annually has a meeting for all Parents/Guardians, which takes place on the September PTAC meeting. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers.

Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy. The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government, and ourselves. In order to better assist in educating the students, we need the help of all parents and guardians.

We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

### **English Learners**

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/Guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact the school principal at 245-5107.

### **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.

### **Pesticide Application Notice**

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

### **Mandated Reporter**

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

**Unsafe School Choice Option**

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

### **Student Privacy**

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

### **Sex Offender Notification Law**

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

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

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

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

A violation of this law is a Class 4 felony.

### **Sex Offender & Violent Offender Community Notification**

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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders,

[www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

### **Teacher Qualifications**

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

- The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification of the teacher.
- Paraprofessionals provide services to the student and, if so, their qualifications.

### **Annual Report Card**

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at [www.jsd117.org](http://www.jsd117.org).

For further information on any of the above matters, please contact the building principal.

### **INCENTIVES AND REWARDS**

Incentives or rewards may be used to encourage students to do their very best. Students who demonstrate good citizenship, work habits, and appropriate behavior will be permitted to participate in specially planned activities throughout the year. These activities are privileges planned as rewards for students and therefore **MUST BE EARNED**. Quarterly rewards may include room parties, movies, assemblies, discovery days, and other special days

(Fall Celebration, Fun & Fitness, and Talent Show, etc.). Students earn participation in these activities by meeting the aforementioned criteria. In addition, more frequent rewards may be planned throughout the year as school-wide or classroom incentives for reaching a class or building goal.

Excellent Eagles are Respectful, Responsible, and Safe! Students are expected to make Eisenhower a GREAT place to learn by following the 3 B's of Eisenhower's Behavior Expectations Matrix which can be found online at [eisenhower.jsd117.org](http://eisenhower.jsd117.org) or throughout the building.

### **RESPONSE TO INTERVENTION (RtI)**

RtI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. The goal of RTI is to provide students with the help they need to be successful as early as possible in their school career.

#### **How does RtI work?**

When a child begins to have an area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will refer the child to the RtI team.

#### **What is the role of the Parent in RtI?**

Jacksonville School District 117# upholds the philosophy that parents are a child's first teachers as well as their lifetime coach. Therefore the Jacksonville School District greatly values the important role of the parent in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite them to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student. Parents provide insight into a child's learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

### **HOMEWORK CLUB**

Homework Club is for students in grades 3-5 who are identified by their teacher as needing additional support. Students must be recommended by their teachers in order to attend HW Club. Teachers will recommend students who need additional support in completing assignments, studying for upcoming tests, or developing a particular academic skill. If your child is recommended to attend HW Club, you will be contacted in advance and will be asked to sign a permission form. Children who attend must have parent/guardian permission to walk home or be picked up by 3:15 pm. HW Club should not be considered punishment, but rather an opportunity for a child to experience success.

### **PARENT TEACHER ADVISORY COUNCIL (PTAC)**

Our school has enjoyed strong support and involvement of our PTAC for many years. The PTAC consists of teachers and parents/guardians with students enrolled in Eisenhower. A volunteer sheet is available at registration and is also sent home during the first weeks of school.

The PTAC carries out numerous "parent involved" activities and programs during the year. The PTAC has provided Eisenhower with computers, iPads, smart boards, cameras, paper, trees, new books, playground equipment, games, etc.

All parents are welcome to attend PTAC meetings. Please contact the school for more information.

### **NWEA TESTING**

In addition to the Illinois Assessment of Readiness (IAR) test in grade 3-5, all grade 1-5 students will be assessed three times per year with the Northwest Education Association's Measures of Academic Progress (MAP) tests in both reading and math. The MAP tests are computer based and provide immediate feedback. The test adjusts to a student's correct or incorrect responses; therefore, providing independent performance data as well as identifying

what a student should be working on in order to improve. Kindergarten students will be assessed using MAP once in the spring. Results are shared with parents at conferences, or sent home in the form of a progress report. In addition, data from NWEA testing provides valuable information used during focused instructional planning and monitoring.

## **AWARDS**

### President's Academic Excellence Award

The President's Education Awards Program (PEAP), formerly called the Presidential Academic Fitness Awards, was established in 1983 as a concrete way of recognizing academic excellence among students. In District #117, in order to qualify for these awards, fifth grade students must have achieved at the 78th percentile on the standardized achievement tests, and have earned all As/Bs in grades 3-5. Students receiving the award have their names inscribed on a plaque.

### Chad Wallbaum Award

This award honors the memory of Chad Wallbaum, a sixth grader at Eisenhower who died in 1985. The recipient is chosen by the Eisenhower staff upon completion of 5th grade for exemplary character, citizenship, scholarship, and leadership.

### Eric Olson Memorial Science Award

This award shall be awarded to a 5th grade Eisenhower student who shows love and enthusiasm for science, not based on merit or grades or performance. The student to receive this award will be recommended by the 5th grade Eisenhower teachers with possible input from the 4th grade Eisenhower teachers.

### Wyatt Crews "Best Buddy" Award

This award will be given at the end of each school year to a student who demonstrates the following: treating all others with respect, willingly assisting fellow students during weekly activities, interacting positively with other students, enjoying learning with and from others, and being genuinely kind and caring.

### Suzan Fellhauer Memorial Award

This award honors the memory of Suzan Fellhauer, speech teacher, and friend to so many students during her time at Eisenhower. Suzan passed away unexpectedly during the summer of 2008 and she will be forever missed by those touched by her love of children and passion for life. Each year, staff will choose a student to receive this award who shares these same qualities.

### Fine Arts

In addition to academic awards, students in intermediate grades are chosen for excelling in art and music. Recipients are chosen by the fine arts teachers.

### Physical Education

Students from the intermediate grades are chosen annually for Outstanding Physical Education Student of the Year. Participation, effort, and attitude are considered. Recipients are chosen by the physical education teacher.

## **SCHOOL COMMUNICATIONS**

School Messenger is a messaging system that allows the district to quickly send mass notifications to employees, parents and students. Skylert is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. You can decide the contact method(s) by which you receive messages.

School Messenger can provide you with information in three ways:

- Telephone/Cell Phone
- Email
- Text message\*

\*Provided the text message option is currently available, messaging fees assessed by your cellular provider are your responsibility.

### Remind and Class Dojo

Parents will be asked to subscribe to their child's teacher's Remind or Class Dojo account. Remind is an app that allows the teacher to send a brief message to all parents at one time without the personalization of text messaging. Class Dojo is a similar app. Signing up for Remind or Dojo is easy and doesn't require personal information. For additional information, contact your child's teacher.

### School Website

Eisenhower maintains a comprehensive website at [www.eisenhower.jsd117.org](http://www.eisenhower.jsd117.org). All parents, guardians, and friends are encouraged to check back frequently for up-to-date information on school events. Parents with smartphones can save the homepage directly to their phone's home screen just like any app. The information provided may currently be viewed in English, French, or Spanish versions.

### Twitter

Twitter users can follow the Eisenhower Eagles via [@eaglesoar71](https://twitter.com/eaglesoar71). Use the hashtag [#eaglesoar71](https://twitter.com/eaglesoar71) to search posts. Additionally, many individual teachers are "tweeting" the good things happening in our classrooms. To follow teachers, go to Ike ([@eaglesoar71](https://twitter.com/eaglesoar71)) and search followers.

LINCOLN ELEMENTARY SCHOOL  
Handbook

Jacksonville School District #117

2021-2022





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**The Lincoln School Community will provide  
the highest educational experience for its  
Students with respect for all!**

Dear Families and Friends of Lincoln Elementary School;

The teachers, staff and I welcome you to the 2021 school year. Our goal is for the year to be successful and enjoyable for every student. We will provide assistance for each child to acquire the skills needed for future success. We will do so while encouraging each student to be creative, use their curiosity effectively and develop a desire for becoming learners.

We believe a child will best succeed if there is a partnership between the school and the home that fosters an atmosphere of education. Parents and caregivers are an essential part of the educational process. Learning is not easy! It involves effort, learning from mistakes and support at home as well as in the classroom.

The following pages of the Handbook contain important information about policies and procedures that families and students need to know. Please examine each page together with your child so you and your child will understand what is offered and what is expected of our students.

Feel free to contact the school if you have questions about our policies, rules and expectations of our students. Open and clear communication between the school and families is important to the success of our students. We at Lincoln Elementary School are dedicated along with you to our children's academic development.

We have made a strong commitment to creating a positive and safe environment for learning. Every student will have the opportunity to learn and succeed in school. To ensure that we will work with you this year and we will share the joy of seeing our children learn.

You can find more information by looking at the school website at [www.Lincoln.jsd.117.org](http://www.Lincoln.jsd.117.org).

Sincerely,

Sue Lovdahl, Principal

Lincoln Elementary School

# Introductory Information and General Notices

## General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 West State Street  
Jacksonville, IL 62650

The School Board governs the school district, and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mr. Bob McBride, Member  
Mr. Steve Cantrell, Member  
Mrs. Heather Leonard, Member  
Mrs. Brenda Stewart, Member  
Mrs. Teresa Wilson, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mr. Mike McGiles, Director of Operations  
Ms. Sue Lovdahl, Principal  
Mrs. Janean Mays, Dean of Students

The school is located and may be contacted at:

320 West Independence Avenue  
Jacksonville, Illinois 62650  
School Ph. (217) 245-8720  
Fax (217) 243-2757

## Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2) If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.

Step 3) If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact Central Office.

Step 4) If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

## Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

### Category I (**one document required**)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the last month's payment
- Letter from manager and proof of last month's payment
- Letter of residence from landlord

**AND**

### Category II (**two documents required**)

- Driver's license
- Vehicle registration Voter registration
- Recent cable, electric, gas or water bill
- Public aid card
- Current homeowners/renters insurance policy
- Current library card
- Receipt for moving van rental
- Mail received at new residence

## Transfer of Students between Schools

If you move to an address outside the Lincoln attendance area, you must either fill out a **REQUEST FOR TRANSFER** form to remain at Lincoln for the rest of the year, or enroll your child in the area school. All students who do not reside in the Lincoln attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of “transfers” cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/ tardy record, behavior, reason for the request, etc.

## Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another’s property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person’s alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois’ Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee’s directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or

- skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
  16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Tami Stice, Director of Human Resources at (217) 243-9411.

## Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## School Volunteers

All school volunteers must complete the application provided through the “Secure Volunteer” portal found at [Jsd117.org](http://Jsd117.org) under Quicklinks. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## Parent Volunteers and Confidentiality

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer’s supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters

should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our student's and parent's right to confidentiality. This builds the trust that is essential for the good of our school community.

## Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K-5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for the parent-teacher conferences:

1. To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
2. To enable parents and teachers to discuss the child's progress at home and at school.
3. To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

## Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

## Invitations, Gifts, Birthday Parties, and Treats

Party invitations, flowers, gifts, or treats for classmates **should not** be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. Birthday parties and treats are not permissible during school time.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

## Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

### Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

### Accommodating Individuals with Disabilities

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

### Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 245-8720.

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

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

### Care of Students with Diabetes

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal (217) 245-8720.

## Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value. **NO BIRTHDAY TREATS PLEASE!**

## Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## Attendance, Promotion & Graduation

### Attendance

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

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

### Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the

parent/guardian for the student's mental, emotional, or physical safety or health or safety, attending a military honors funeral to sound TAPS1 , or other reason as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

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

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at **217-245-8720** before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

## Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

## District 117 Policy Regarding Pre-Arranged Absences

To obtain a pre-arranged absence a student's parent/guardian is required to give 48 hours' notice in writing to the school office. The written notice should include reasons and dates of absences. A form for pre-arranged absences is available in the school office. The student is to use the form to notify teachers of the absence(s). Upon this notification, appropriate assignments may be given before the absence or after the absence. These assignments may be due before the absence or upon the student's return to school, as determined by the teacher. Credit is not given for assignments that are not submitted. The building administrator may determine that a pre-arranged absence from a

necessary for school sponsored events that take a student out of regular class. Vacations are encouraged when school is not in session. Vacations during the school year interrupt the educational process and students do not receive the adequate instruction from the teacher. When it is necessary for a student to miss school for a vacation, the following procedure must be followed.

1. Student/parent brings written notification to school. School provides the pre-arranged form to student/parent.
2. Student completes pre-arranged form and submits to building administrator for approval. Student follows the building process for notifying teachers of the absence(s).
3. Teachers may provide the assignment before the absence or upon the student's return to school.
4. Upon, return to school, the student will have 1 day for each day of absence to complete the assignments.
5. Any school work submitted after the deadline will be considered late and will be subject to the grading policy in place for the school/teacher regarding late work.
6. Pre-arranged absences for vacations will be recorded as unexcused in accordance with Illinois School Code. If a pre-arranged form is used while a student is on vacation, credit will be given for assignments provided the completed work fulfills the completion policy.

### Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students late in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. **It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance.** The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. **It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family.** In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended and event, or falsely claiming that an absence is approved.

### Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building

principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

## Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. **Students who are unexcused from school will not be allowed to make up missed work.**

## Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

**Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absences. Upon the 4th unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education**

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Additionally, being on-time for the start of any school day is very important to a child's academic success. Lincoln periodically rewards students/classes for excellent attendance.

## Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:05A.M. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress

and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

**If your child must be tardy, please call the school before 8:30 to let us know what his/her plans are for lunch. We order lunches by 8:45 and need an accurate count for all students to get a lunch.**

Excessive tardiness may be reported to the truant officer by the principal.

## Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance.

### Grades

Teachers are responsible for determining and maintaining evaluations of the academic achievement of their pupils. A record of grades for each student is kept in grades 1-5. Academic progress is reported to parents quarterly on a Report Card (2nd, 3rd and 4th quarter only for Kindergarten).

Completion and accuracy of assignments, test and quiz scores, homework, special projects, class participation, and extra credit work all contribute to a student's final grade. We believe that a student earns his grades and is responsible for them. Parent support and encouragement is vital to good grades.

At grades 3-5 a uniform grading scale is used in order to strive for consistency of student evaluation. However, this is not meant to reduce teacher flexibility and judgment. At times teachers may take into account the difficulty of the assignment, extra credit work, class participation, etc., in determining grades.

Parents should expect frequent "graded" assignments to be brought home by their student. If they are not bringing these papers home for you to check their progress, contact his/her teacher before too much time goes by.

### Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

## Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

## SchoolMessenger and Skylert

**SchoolMessenger** is a messaging system that allows the district to quickly send mass notifications to employees, parents, and students. **Skylert** is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. You can decide the contact method(s) by which you receive messages.

**SchoolMessenger** can provide you with information in three ways:

- Telephone/Cell Phone
- E-mail
- Text Message

## Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Barbie Davidsmeyer, Director of Special Services at (217) 243-7402.

## Library

All Lincoln students (Gr. K-5) visit the school library twice a week. They may check out a maximum of two books per week. Books may be renewed each week for a one-week period. Students are reminded of overdue books through notes to the teacher. Notices of long overdue books are sent to parents and new materials will not be checked out until the overdue books are returned. We ask parents to see that their child is responsible for returning books on time and taking good care of the books. Lost or damaged books must be paid for.

## Exemption From PE Requirement [K8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.301.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:<sup>2</sup>

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

## Student Fees and Meal Costs

### Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites are met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The building principal will give additional consideration where one or more of the following factors are present:

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

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

### School Breakfast & Lunch Program

All students receive free breakfast and lunches at Lincoln Elementary due to our enrollment in the Community Eligibility Program. Schools that participate in the community Eligibility Program are able to provide healthy breakfasts and lunches each day at no charge for All Students enrolled in that school during the 2019-2020 School Year. A lunch menu is sent home each month, so you can decide which lunches your child will want to eat.

Breakfast is served every school day from 7:30 a.m. to 8:00 a.m. Lunch is served every school day from 10:50 a.m. to 12:15 p.m., except when there is a 11:00 a.m. or earlier dismissal. A student may purchase an additional breakfast for \$1.50. Breakfast may be purchased on a weekly basis for \$7.50.

A student may bring a sack lunch from home or may purchase a school lunch for \$2.25 and/or milk for \$0.40. **Soda is not permitted.** Lunch may be purchased on a weekly basis for \$12.25.

Free or reduced price meals are available for qualifying students.

Lunches are ordered by phone early each morning from the Central Kitchen at JHS. **We need to know by 8:30 A.M. if your child will be arriving late. LATE ARRIVALS WILL NOT BE INCLUDED IN THE LUNCH COUNT UNLESS THE PARENT CALLS THE SCHOOL BEFORE 8:30 A.M. IF THE SCHOOL IS NOT CONTACTED BY THIS TIME, THE STUDENT NEEDS TO BRING A SACK LUNCH.**

### Lunchroom Expectations

The lunch/recess period is meant to be an enjoyable time for all students. For this reason, students are expected to follow all lunchroom rules and procedures.. Students who cannot meet these expectations may be denied lunchroom or recess privileges.

1. Walk at all times in the lunchroom.
2. Talk normally without shouting.

3. Remain seated. Raise your hand if you need help.
4. Keep your area clean (table, bench, floor).
5. Do not trade food.
6. Obey adult Supervisors. Stop talking and listen when the whistle blows.

## Soda at School

Schools in Illinois may not sell soda to students during the school day. We encourage families to have their children drink nutritious milk at school. If you are sending an alternate drink with your child for lunch, please choose juice, yogurt drinks, or water. Beverages should not be sent in glass containers for obvious reasons. Please see the wellness policy for healthy options.

## Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

## Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding

the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact Brett Dunn, Director of Transportation at (217)245-6624.

## Bus Conduct

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

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

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

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

## Health and Safety

### School Nurse

A registered nurse is assigned to every school. The time frame the nurse is in the building will vary from year to year. Typically, the nurse will be present 2 hours a day. The nurse's office is responsible for medication administration required at school, care of students with acute illness and care of students who have first aid needs. The nurse will provide comfort measures as available. Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office.

### School Operations During a Pandemic or Other Health Emergency

**A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.**

**During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.**

**Additionally, please note the following:**

- 1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.**
- 2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.**
- 3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.**
- 4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.**
- 5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.**
- 6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.**
- 7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.**
- 8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.**
- 9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.**
- 10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.**
- 11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.**
- 12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.**

## Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All Lincoln Elementary students should have a copy of their birth certificate in their permanent files.

## Immunization, Health, Eye and Dental Examinations

### Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the ages of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

**All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy**

### Eye Examination

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

## **Dental Examination**

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

## **Exemptions**

A student will be exempted from the above requirements for:

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

## **Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.  
Self-Administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel. Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school.

## Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: 1 A school district may, but is not required, to adopt a policy on the maintenance of undesignated epinephrine injectors, undesignated asthma medication and undesignated opioid antagonists. Please consult district policy regarding these matters. Schools that maintain undesignated epinephrine auto-injectors, undesignated asthma medication or undesignated opioid antagonists must have parents complete the relevant portion of MSH 5.20-E1 (School Medication Authorization Form) or opt out of allowing school officials to administer an undesignated epinephrine auto-injector, undesignated asthma medication or undesignated opioid antagonist to their child.

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis. Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited. After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited.

The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

### Illness during School

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, open wound with drainage which cannot be contained in a dressing, incidence of diarrhea 2 or more times, unexplained rash or croup-like cough. Students with these illness symptoms should not attend school. If these symptoms occur while at school, the parent/guardian will be contacted and the student will be required to go home. In addition, any student who has symptoms of impetigo, pink eye, scabies, or ringworm will be sent home and should not attend school until they have been under treatment for 24 hours or have a written release from their physician stating they may return to school.

If the student has symptoms other than those already listed, the nurse, principal or designated school staff member will contact the parent/guardian to discuss the best course of action. No student may leave school during the day due to illness unless he/she has permission from the school office. **The student should be free of symptoms for 24 hours before returning to school.**

Any reasonable suspicion of communicable disease should be reported to the school nurse or principal immediately. This includes chickenpox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pink eye, ringworm scabies, lice, or unexplained rashes.

## **Safety Drill Procedures and Conduct**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## **Guidance & Counseling**

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

## **Communicable Diseases**

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## **Head Lice**

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.

3. The school will provide written instructions to parents or guardians regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## Discipline and Conduct

### General Building Conduct

**All students who arrive after 8:05 A.M. must report to the office for “sign in” and a tardy pass.** Any student required to leave the building before dismissal time must report to the office with a parent (or authorized adult) who will sign the student out.

### School Hours

**GRADES K-5 ... .. 8:05 A.M. - 2:35 P.M.**

**We insist that students NOT arrive before 7:30 a.m., unless arriving by bus. Supervision of students is NOT provided before 7:30 a.m.** so students should not arrive before then. Students should immediately enter the building on arrival and go to the gym to sit with their classmates or to the cafeteria for breakfast. At 7:50 a.m., the morning meeting will begin in the gym, followed by students being dismissed to go to their classrooms. **The tardy bell rings at 8:05 a.m., classes begin at 8:05 a.m.**

The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing of gum is not permitted in the school building.
- Skateboards are not permitted at school.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

### Late-In Schedule

The school board adopted a “late-in” option for cold weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, Lincoln Elementary will open the doors at 9:30 and school will begin at 10:05. Dismissal will continue to be at 2:35. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

## General School Rules

1. Walk on the sidewalks and inside the building at all times.
2. Treat other students with respect.
3. Proceed **quietly and orderly** in the building during class times.
4. Show respect for adults and listen to and follow their directions.
5. Respect the property of others and take good care of school property.
6. Use the restroom appropriately without “horseplay” or disturbing noise.  
Help keep them clean. Do not loiter there.
7. Know and obey all other school rules and procedures.

## Playground Rules

1. Stay in assigned areas. **Do not leave the playground without permission** from the adult in charge.
2. Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
3. Stop and listen when the whistle blows.
4. No food or drink on the playground.
5. Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
6. “Rough play” is not allowed. (ie. No tackle football, etc.)
7. Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
8. Line up **promptly** when the whistle is blown.
9. Students wearing flip flops need a pair of tennis shoes for recess.

**STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.**

## Indoor Recess Rules for the Classroom

1. Walk directly from the classroom to the lunchroom.
2. No running or chasing in the classroom.
3. No throwing things, unless they are part of a teacher approved game.
4. No loud or rough play.
5. Put games away and be seated when time to get ready.

## Other General Rules

1. **Keep your hands**, feet, and body **to yourself**. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
2. **Use appropriate language**. (No talking back, swearing, mean spirited teasing, name calling, etc.)
3. Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher’s permission.
4. Any **dangerous objects** (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
5. Perfume, body sprays, and make-up should be applied at home, not school. No fake finger nails at school.

**ALL TEACHERS EXPLAIN AND DISCUSS THESE RULES DURING THE FIRST WEEK OF SCHOOL. TEACHERS ALSO DISCUSS SAFETY AND EMERGENCY PROCEDURES DURING THE FIRST WEEK.**

## **Damage to School Property**

**Students are responsible for the care of school property. any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.**

**Library books:** If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

**Textbooks:** Cost as much as \$60 each when new.

**Lockers:** Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

## **School Dress Code / Student Appearance**

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. **A closed toe shoe is best for all activities. Sandals, flip flops, and heels are not appropriate for physical education and recess.**
- If there is any doubt about dress and appearance, the building principal will make the final

decision.

- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

## **Student Behavior**

**Copies of all School District policies on student behavior are available online through the School District's website or in the school office.**

### **Prohibited Student Conduct**

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
  - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
  - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
  - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
  - h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body,

including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
12. Engaging in teen dating violence.
13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to,

conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

5. During periods of remote learning

### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

### **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may

not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

### **Corporal Punishment**

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

### **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

### **Gang & Gang Activity Prohibited**

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

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed

work for equivalent academic credit.

## **Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any

staff member. Anonymous reports are also accepted by phone call or in writing.

### **Complaint Managers:**

Tami Stice  
211 W. State St.  
Jacksonville, IL 62650  
(217) 243-9411

Timothy Chipman  
1700 S. West St.  
Jacksonville, IL 62650  
(217) 245-5514

[tstice@jsd117.org](mailto:tstice@jsd117.org)

[tchipman@jsd117.org](mailto:tchipman@jsd117.org)

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

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

## **Sexual Harassment & Teen Dating Violence Prohibited**

### **Sexual Harassment Prohibited**

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

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

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

### **Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating

relationship; or uses or threatens to use sexual violence in the dating relationship.

### **Making a Complaint; Enforcement**

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

### **Nondiscrimination Coordinator:**

### **Complaint Managers:**

Tami Stice  
211 W. State St.  
Jacksonville, IL 62650  
(217) 243-9411; tstice@jsd117.org

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

## **Field Trips**

**Field trips are a privilege for students.** Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

## **Access to Student Social Networking Passwords & Websites**

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

## **Student Use of Electronic Devices**

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the

express permission of the building principal.

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

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

**Students in violation of this procedure are subject to the following consequences:<sup>2</sup>**

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

## **Internet, Technology & Publications**

### **Internet Acceptable Use**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

A signed AUP must be on file for each User no later than 10 school days after the start of the school year. It is also understood that this document goes into effect beginning with the first day of school. The AUP

is to be electronically acknowledged online during registration or upon entering as a new student to the district. **Users with no AUP on file after the 10th day will be denied access to the System.**

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (email) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet,

the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of Email** - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

## **Guidelines for Student Distribution of Non-School Publications**

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
  - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
  - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
  - d. Is reasonably viewed as promoting illegal drug use; or
  - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.<sup>1</sup>
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

## Search and Seizure

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### **Students**

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be

conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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

### **Seizure of Property**

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

### **Questioning of Students Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

## **Special Education**

### **Education of Children with Disabilities**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life

activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Sue Lovdahl  
217-245-8720  
Lincoln Elementary School

## 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.

For children with an IEP, a school district must provide the parent/guardian information on related service logs within 20 school days from the beginning of the school year or upon establishment of an IEP. This information may be placed in the student handbook or provided to parents on an individualized basis.

## Discipline of Students with Disabilities

### **Behavioral Interventions**

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

### **Discipline of Special Education Students**

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

## Access to Classroom for Special Education Observation or Evaluation

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

For further information, please contact the school principal.

## Student Records & Privacy

### Student Privacy Protections

#### Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

### **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

## **Student Records**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

### **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students

18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**<sup>1</sup>

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical

consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

**6. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
  - Address
  - Grade level
  - Birth date and place
  - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
  - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
  - Academic awards, degrees, and honors
  - Information in relation to school-sponsored activities, organizations, and athletics
  - Major field of study
  - Period of attendance in school
- Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

**7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>2</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of

higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**
9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

U.S. Department of Education

Student privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-4605

## Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## Parental Right Notifications

### Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification; and
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

## Standardized Testing

Students and parents/guardians should be aware that students in grades 3-5 will take standardized tests on Reading, Math and Science. **Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized**

**tests.** Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

## Annual Academic Testing

Each Year students take test designed to provide teachers and parents' information about their individual academic ability and achievement. The group results of some test are reported to the public.

**IAR TEST--** These test, designed by the state to provide information about how well the students of a school are doing in various basic subjects, are given to students in **grades 3, 4, and 5** (both Reading & Math). PARCC tests are given in **March**. Individual results are sent to parents when available from the State of Illinois.

**NWEA MAP Test** - This is a computerized test that students take three times a year in the areas of reading and mathematics. This test is designed to show the levels that students are functioning in each subject area. This program is now being used K-12 District wide.

## Homeless Child's Right to Education

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

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

## Sex Education Instruction

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

## Parent Involvement Compact (Title 1)

The school annually has a meeting for all Parents/Guardians, which takes place at the September PTO meeting.

At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal at (217) 245-8720.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal at (217) 245-8720.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

## School Improvement Process (SIP)

In 1985 the Illinois Legislature passed the School Reform Act. That law along with related legislation passed in 1991 outlines a procedure to be followed for school improvement by all public schools in the state. This improvement process is to be repeated every year to ensure that 1) all students' needs are being met as much as possible and that 2) all students are learning. In essence, the plan focuses on 30 goals for learning in the areas of language arts, math, science, social science, fine arts, physical education, health and foreign language. These goals are referred to as the Illinois State Goals for Learning. There are Learning Standards for each of the State Goals and Learning Benchmarks which define progress at five grade or developmental levels for each Standard. Each school must align its curriculum to the State Goals and Learning Standards and then design and/or select a variety of assessments for determining how well the students at each grade level are measuring up to the targeted levels of expected performance.

Assessment results are analyzed and subgroups of students within each grade level are identified. A building based plan for improvement is developed based on this information. This process is repeated every year to ensure that the needs of all students are being met. A copy of the School Improvement Plan is available for viewing in the school office. Parents and the community will receive information each year as to how well the students in each grade level are performing in relation to the mandated goals.

## English Learners (EL)

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact the building principal at (217) 245-8720.

## RTI Response to Intervention

RTI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students **The goal of RTI is to provide students with the help they need to be successful as early as possible in their school career.**

### How does RTI work?

When a child begins to have some area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress\*\*. The child's progress is measured over time. If he/she makes acceptable progress the interventions may be discontinued (if sufficient progress is made) or continued (if the team feels the interventions are needed to help the student succeed). If the child continues to struggle then

more intensive interventions may be tried.

\*\* This team - referred to as the “Student Assistance Program” or SAP - uses the insight and expertise of several different school staff members. SAP members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and/or parents. The SAP meets regularly to discuss and monitor student concerns.

### **What is the role of the Parent in RTI?**

Jacksonville School District #117 upholds the philosophy that parents are a child’s first teachers as well as their lifetime coach. Therefore the Jacksonville school District greatly values the important role of the parent in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student’s performance to the parent and invite parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student.

Parents provide insight into a child’s learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan’s effectiveness. Parents should contact their child’s teacher with any concerns regarding academics or behavior.

## **Accelerated Reader (AR)**

The Lincoln Elementary supports the Accelerated Reader Program in grades K - 5. After students read selected children’s literature (books are identified in our library with a bright green sticker on the spine), they take a computerized test to earn points for rewards and incentives. Inside the cover are the reading level (L) and the point value (P) of that book. A list of AR requirements and incentives is sent home at the beginning of each year.

## **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.

## **Lost and Found**

Please label your personal items, especially lunch boxes, book bags and coats. Lost items are placed in the lost and found box located in the cafeteria for several days. Remaining articles are given to Goodwill in the summer.

## **School Pictures**

Individual pictures are taken in the fall for student records. Parents may purchase picture packages from a variety of options. Information is sent home in September.

## **Telephone Use and Messages**

Generally, students are allowed to call home only for urgent matters or with teacher permission.

When your child comes to school in the morning, please be sure he/she knows what to do at dismissal. This avoids many problems. Should plans change during the day, please call the school before 2:00 P.M., so we have time to relay the message before dismissal. **Students will be directed to their regular routine, (ie. ride bus, go to daycare) unless you inform us otherwise.**

## **Change of Telephone Number or Address**

**If your home telephone number, work number, or emergency numbers change during the year, it is important that you notify the office immediately.**

## **Pesticide Application Notice**

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

## **Mandated Reporter**

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

## **Hearing Impaired: Request for an Interpreter**

Families with hearing impaired members may request an interpreter. Lincoln Elementary will provide interpreters for all Lincoln Elementary functions you wish to attend including parent/teacher conferences, PTO meetings, open houses, etc. PLEASE make the request three (3) weeks in advance, if possible.

## **Unsafe School - Transfer**

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent /guardian may request a transfer to another public school within the district.

## **Drug, Alcohol, and Tobacco Free Environment**

Jacksonville School District #117 policy requires all District #117 workplaces to be drug, alcohol, and tobacco free environments.

## **Leaving School without Permission**

If a student leaves the school building and grounds without permission, the police and parents/guardians will be notified immediately.

## **Sex Offender Notification Law**

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

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

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

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

A violation of this law is a Class 4 felony.

### **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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry,  
[www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders,  
[www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

### **Incentives & Rewards**

Incentives or rewards may be used to encourage students to do their very best. Students who demonstrate good citizenship, work habits, and appropriate behavior will be permitted to participate in specially planned activities throughout the year. These activities are privileges planned as rewards for students and therefore **MUST BE EARNED**. In addition, more frequent rewards may be planned throughout the year as school-wide or classroom incentives for reaching a class or building goal.

**Our goal is that 100% of students will reach Excellent Lincoln Lion status and earn the quarterly reward each quarter.**

Additionally, Lincoln Lions are Respectful, Responsible, and Safe! Help make Lincoln a GREAT place to learn.

### **CLASS DOJO**

All parents will be asked to subscribe to their child's class DOJO. DOJO is an app that allows the teacher to send a brief message to parents, while parents can see how their child is on a daily basis. For additional information, contact your child's teacher.

## Drop Off/Pick up, Traffic Pattern, and Parking

The traffic pattern, parking area, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by ...

- Pulling all the way down to the second set of doors (west-end of building) when dropping off in the morning. This reduces waiting time.
- Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
- Vehicles should not park in front of the building, this is part of the driveway possibly creating a dangerous situation.
- Observing and respecting the traffic pattern.
- Respecting crossing guards...they keep our children safe!
- Respecting **SCHOOL ZONE SPEED LIMITS**. Offenders are reported to local law enforcement.
- Obeying State Law regarding NO CELL PHONE USE. Offenders are reported to local law enforcement.
- Watching out for children at all times.

### Students Who Walk to School

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through people's yards.

At dismissal all walkers should use only the marked crosswalks.

### Students Who Ride Bicycles or Scooters

- Should walk their vehicles on school grounds and across the supervised crossing area east of the school
- Should NOT ride on the school sidewalks
- should ride in the same direction as traffic staying to the side of the road
- should not ride in the middle of the road or "criss-cross"
- should obey traffic signs
- bicycles should be paired in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- skateboards and rollerblades should NOT be brought to school

Parents may park along West Independence Street. **Parking is not permitted in the front circle drive during arrival and dismissal times.** There is no parking allowed along the West drive of the school, and handicap parking is available along the East side of the school in the designated spots.

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.-8:05 A.M.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

**SEE THE MAP ON THE FOLLOWING PAGE FOR  
INSTRUCTIONS.**

**MAP INSERT**

## Parent/Guardian Handbook Acknowledgement

Dear Parent/Guardian:

Please complete the following form and return to the office by **September 3, 2021**

From: The Parent/Guardian of: (1). \_\_\_\_\_

To: Lincoln Elementary School

I have reviewed a copy of the Student/Parent Handbook with my child(ren) in an effort to promote a better understanding of Lincoln Elementary School rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook.

I understand that this handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon implementation of any change, The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# **Murrayville Woodson Elementary School**



**Parent and Student Handbook**

**2021-2022**

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## Message from the Principal and Staff

Dear Murrayville-Woodson Elementary Parents and Families:

Welcome Back! We are happy to have the privilege of working with you and your children this year. We will work hard to provide your children with the best possible opportunity for educational, emotional, and social growth. We are excited about working with your children and building a positive relationship with you.

The information included in the Parent/Student Handbook will allow you to know what the expectations are at Murrayville-Woodson Elementary in regard to the school program. I would ask you to please read this handbook with your child. Discuss the contents with your child and please call the school if you have any questions about the information. Keep your handbook throughout the year and refer to it if you have questions. If something is not clear, please call Murrayville-Woodson Elementary for clarification.

My goal is to help provide a quality learning experience for all students. I recognize that the best learning takes place when the school and home work together, support one another, and communicate on an ongoing basis. For this reason, I welcome opportunities to discuss with you any questions or concerns that you might have about your child's learning experiences, behavior, or other needs.

At Murrayville-Woodson Elementary, we feel the support and involvement of parents is a key part in the school environment. I would like to take this opportunity to encourage you to become involved at Murrayville-Woodson Elementary.

The faculty and staff of Murrayville-Woodson Elementary wish you and your family well during the coming year. We all look forward to working with you and your students in making Murrayville-Woodson Elementary School the best it can be.

Sincerely,

Emily English

Principal

# Introductory Information and General Notices

## General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 West State  
Jacksonville, IL 62650

The School Board governs the school district, and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mrs. Teresa Wilson, Secretary  
Mr. Steve Cantrell, Member  
Mrs. Heather Leonard, Member  
Mr. Bob McBride, Member  
Mrs. Jan Ryan, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mike McGiles, Director of Operations  
Emily English, Principal  
Heather Staats, Dean of Students

The school is located and may be contacted at:

307 Masters Street  
Murrayville, IL 62668  
Phone: 217-882-3121 or (217) 243-0909  
Fax: 217- 882-2302  
[www.jsd117.org](http://www.jsd117.org)

### **School Attendance Times**

Regular Dismissal – 7:45 am - 2:15 pm  
Half Day Dismissal – 7:45 am -12:00 pm  
Drop Off / Pick Up – 7:40 am / 2:15pm

**Staff Members**

Ms. Emily English, Principal  
Ms. Heather Staats, Dean of Students  
Mrs. Erica Helmich, Kindergarten  
Ms. Mary Parks, 1<sup>st</sup> grade  
Miss Angel Ewing, 2<sup>nd</sup> grade  
Ms. Megan Philpott, 3<sup>rd</sup> grade  
Mrs. Gina Lowe, 4<sup>th</sup> grade  
Mrs. Lisa Horton, 5<sup>th</sup> grade  
Mrs. Monica Dixon, Physical Education and Health  
Mrs. Ashley Wear, Special Education  
Mrs. Tammie Powell, Special Education  
Ms. Pam Waggener, Special Education  
Ms. Amanda Alred, Special Education  
Mrs. Robin Casler, Title I

**Support Staff**

TBA , Secretary  
Mrs. Milene Paulus, Media/Library Aide  
Mr. Dustin Pennell, Head Custodian  
Mrs. Jilda Evans, Cook

**Other District #117 Staff Supporting Murrayville Woodson Elementary School**

Ms. Rachel Vitale, Speech  
Mrs. Amanda Braley, Music  
Mrs. Amanda Howell, School Psychologist  
TBA, Social Worker  
Mrs. Courtney Johnson, Art  
Mrs. Belinda Whitaker, Nurse

**Transportation Department**

217-245-6624

## School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

## Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.

16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Mike McGiles, Director of Operations at (217) 243-9411.

## Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## School Volunteers

All school volunteers must complete the application provided through the “Secure Volunteer” portal found at [jsd117.org](http://jsd117.org) and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## Invitations, Gifts, Birthday Parties, and Treats

Party invitations, flowers, gifts, or treats for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. Birthday parties and treats are not permissible during school time.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory if available.

## Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any messages sent through the School Messenger System as well as local radio or television stations to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

## Late-In Schedule

The school board has adopted a "late-in" option for cold weather days. The superintendent will announce this schedule if the criteria for cold weather is met. If this option is used, Murrayville-Woodson Elementary will open the doors at 9:15 and school will begin at 9:50. Dismissal will continue to be at 2:15. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

## Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

## Accommodating Individuals with Disabilities

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

## Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 882-3121 or (217) 243-0909.

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

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

## Care of Students with Diabetes

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

## Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

## Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## Attendance, Promotion & Graduation

### Attendance

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

### Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical safety or health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for

obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medication to control symptoms. Any student presenting with these symptoms, in addition to pink eye, impetigo, and 11 severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal. The school may require documentation explaining the reason for the student's absence. In the event of any absence, the student's parent/guardian is required to call the school at 217-882-3121 or 217-243-0909 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

## Release Time for Religious Instruction/Observance

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

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

## Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will not be allowed to make up missed work.

## Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.1. Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course. State law

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

## Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

## Tardy Procedure

If you bring your child to school, please make every effort to have your child at school by the start of the day. It is very important that each child is in his or her classroom prepared for class by the first bell. When students arrive late to school, it is disruptive to their routine and to others. Students that are tardy miss important instruction time. **When students arrive after the 7:50 am starting bell, parents must accompany student to the office to prior to going to class. The teacher will not allow the student to enter class without having first checked into the office.**

## Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

## Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

## Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Barbie Davidsmeyer, Director of Special Services at (217) 243-7402.

## Student Fees and Meal Costs

### Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford

student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The building principal will give additional consideration where one or more of the following factors are present:

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

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

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

## School Breakfast & Lunch Program

Breakfast is served every school day from 7:20 a.m. to 7:40 a.m. Lunch is served every school day from 11:00 a.m. to 12:30 p.m., except when there is a 11:00 a.m. or earlier dismissal.

Murrayville Woodson Elementary School is participating in the National School Lunch and School Breakfast Programs known as the Community Eligibility Option (CEO) and provides healthy breakfasts and lunches each day at NO CHARGE for ALL students enrolled during the 2021-2022 school year.

A student may purchase an extra breakfast for \$1.50, and/or an extra lunch for \$2.25.

Extra milk = .40 or Juice (at breakfast) = .30

## Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students.

Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.

8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation at (217) 245-6624.

## Bus Conduct

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

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

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

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

## Parking

The school has specific locations available for school visitor parking which are located at both the north and south side of the school. Those dropping off and picking up their students may do so in the appropriate locations. The morning drop off window begins at 7:20 am and ends at 7:50 am.

Please use the designated parent drop off area at each school, or park in the visitor parking lots and walk your child safely to the school. **Do not park or drop off your child in the bus lane.**

Please make prior arrangements before 11:00 am when you know you will be picking up your child. For safety reasons, parents must attend to younger children at all times. Please do not allow younger children to wander unsupervised.

Vehicles **MAY NOT** be parked or located in bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

## Health and Safety

### Immunization, Health, Eye and Dental Examinations

#### **Required Health Examinations and Immunizations**

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening. New students who register mid-term have 30 days following registration to comply with the health examination and immunization

requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

**All students must provide proof of immunization against measles before they may attend JSD #117 Schools per school board policy**

**Eye Examination**

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

**Dental Examination**

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

**Exemptions**

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack 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 student's parent/guardian shows an undue burden or a lack of access to a dentist.

**Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related

activities, the parent/guardian must request that the school dispense the medication to the child by completing a “School Medication Authorization Form.”

No school or district employee is allowed to administer to any student, or supervise a student’s self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student’s parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

### **Self-Administration of Medication**

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student’s discretion, provided the student’s parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student’s diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student’s seizure action plan, which must be on file with the school.

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

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

### **Administration of Medical Cannabis**

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

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### **Emergency Aid to Students**

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

## Guidance & Counseling

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

## Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the

child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## Discipline and Conduct

### General Building Conduct

Students shall not arrive at school before 7:15 a.m. and classes begin at 7:45 a.m. and students are dismissed at 2:15 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing of gum is not permitted in the school building.
- Skateboards are not permitted at school.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

### School Dress Code / Student Appearance

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sun glasses 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.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

## Student Behavior

**Copies of all School District policies on student behavior are available online through the School District's website or in the school office.**

### Prohibited Student Conduct<sup>1</sup>

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- 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.
- Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

1. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
2. Using or possessing an electronic paging device.
3. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
4. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
5. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
6. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
7. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
8. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
9. Engaging in teen dating violence.
10. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.

11. Entering school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
13. Being absent without a recognized excuse.
14. Being involved with any public school fraternity, sorority, or secret society.
15. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
17. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
18. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

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

5. During periods of remote learning.

### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

### **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

## **Corporal Punishment**

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

## **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

## **Gang & Gang Activity Prohibited**

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

## **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

## Prevention of and Response to Bullying, Intimidation, and Harassment

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

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

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is

encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

### **Complaint Managers:**

Tami Stice  
211 West State  
Jacksonville, IL 62650  
(217) 243-9411

Tim Chipman  
1700 South West Street  
South Jacksonville, IL 62650  
(217) 245-5514  
tchipman@jsd117.org

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

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

## **Sexual Harassment & Teen Dating Violence Prohibited**

### **Sexual Harassment Prohibited**

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

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

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

## **Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

## **Making a Complaint; Enforcement**

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

## **Nondiscrimination Coordinator:**

Tami Stice  
211 West State  
Jacksonville, IL 62650  
(217) 243-9411  
tstice@jsd117.org

## **Complaint Managers:**

Tami Stice  
211 West State  
Jacksonville, IL 62650  
(217) 243-9411

Tim Chipman  
1700 South West Street  
South Jacksonville, IL 62650  
(217) 245-5514  
tchipman@jsd117.org

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

## **Cafeteria Rules**

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons, or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line.

9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda is not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

## Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

## Access to Student Social Networking Passwords & Websites

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

## Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff

member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school and during the student's lunch period.<sup>1</sup>

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:<sup>2</sup>

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

## Internet, Technology & Publications

### Internet Acceptable Use

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required

or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own

risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of Email** – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

## Annual Notice to Parents about Educational Technology

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

## Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
  - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
  - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
  - d. Is reasonably viewed as promoting illegal drug use; or
  - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.<sup>1</sup>
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

## Search and Seizure

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

### **Students Searches**

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district’s student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student’s account on a social networking website that violates the school’s disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student’s account or profile on a social networking website.

### **Seizure of Property**

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

# Special Education

## Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office. Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. For further information, please contact:

Barbie Davidsmeyer  
Director of Special Education  
217-243-7402

In accordance with Illinois Administrative Code 226.530, with respect to parents' participation in meetings, our school district will provide all parents of children with disabilities the following information: 1) notice to all parents of children eligible for an individual education program (IEP) about the availability of interpretation services at IEP team meetings; 2) an explanation of how parents can request an interpreter; 3) notice that a parent has the right to request the interpreter provided by the school district serve no other role in the IEP meeting than as an interpreter, and that the school district should make reasonable efforts to fulfill this request; and 4) if you have an questions or complaints about interpretation services, please call the Director of Student Services and Special Education at (217) 243-7402.

### **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.

## Discipline of Students with Disabilities

### **Behavioral Interventions**

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

### **Discipline of Special Education Students**

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

## Access to Classroom for Special Education Observation or Evaluation

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

For further information, please contact the school principal.

## Student Records & Privacy

### Student Privacy Protections

#### **Surveys by Third Parties**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

#### **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student’s parent/guardian.
2. Mental or psychological problems of the student or the student’s family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student’s parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student’s parent/guardian may inspect, upon their request, any instructional material used as part of their child’s educational curriculum within a reasonable time of their request.

## Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

1.
  1. **The right to inspect and copy the student’s education records within 10 business days of the day the District receives a request for access.**  
 The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
  2. **The right to have one or more scores received on college entrance examinations included on the student’s academic transcript.<sup>1</sup>**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates,

or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

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

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>2</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

## Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## Parental Right Notifications

### Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification; and
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

## Standardized Testing

Students and parents/guardians should be aware that students in grades 3-6 will take standardized tests on Reading, Math, and Science. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

## Homeless Child's Right to Education

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

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

## Sex Education Instruction

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

## Parent Involvement Compact (Title 1)

The school annually has a meeting for all Parents/Guardians, which takes place at the September PTO Meeting.

At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;

2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal at (217)882-3121 or (217) 243-0909.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal at (217)882-3121 or (217) 243-0909.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

## English Learners

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact the building principal at (217)882-3121 or (217) 243-0909.

## 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.

## Pesticide Application Notice

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

## Mandated Reporter

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

## Unsafe School – Transfer

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent /guardian may request a transfer to another public school within the district.

## Sex Offender Notification Law

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

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

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

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

A violation of this law is a Class 4 felony.

## Violent Offender Community Notification

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>.

# Murrayville-Woodson Bell Schedule 2021-2022

## Regular Schedule

Grade	Beginning of Instruction	Lunch	End of Instruction	TOTAL MINUTES
Kindergarten	7:50 AM	10:50-11:20	2:15 PM	355
First	7:50 AM	10:50-11:20	2:15 PM	355
Second	7:50 AM	11:25 – 11:55	2:15 PM	355
Third	7:50 AM	11:25 – 11:55	2:15 PM	355
Fourth	7:50 AM	12:00 – 12:30	2:15 PM	355
Fifth	7:50 AM	12:00 – 12:30	2:15 PM	355

## Early Dismissal – 1:15

Grade	Beginning of Instruction	Lunch	End of Instruction	TOTAL MINUTES
Kinder	7:45 AM	10:50-11:20	1:15 PM	300
First	7:45 AM	10:50-11:20	1:15 PM	300
Second	7:45 AM	11:25 – 11:55	1:15 PM	300
Third	7:45 AM	11:25 – 11:55	1:15 PM	300
Fourth	7:45 AM	12:00 – 12:30	1:15 PM	300
Fifth	7:45 AM	12:00 – 12:30	1:15 PM	300

## 12:00 Dismissal

Grade	Beginning of Instruction	Lunch	End of Instruction	TOTAL MINUTES
Kinder	7:50 AM	10:30-11:00	12:00 PM	220
First	7:50 AM	10:30-11:00	12:00 PM	220
Second	7:50 AM	11:00 – 11:30	12:00 PM	220
Third	7:50 AM	11:00 – 11:30	12:00 PM	220
Fourth	7:50 AM	11:30 – 12:00	12:00 PM	220
Fifth	7:50 AM	11:30 – 12:00	12:00 PM	220

MW Dates for District Calendar

2021-2022

August 16 – 5:00 Kindergarten Preview Night

August 16 – 6:00 Meet the Teacher Night

September 23 – 6:00 Family Night

October 4 – Fall Picture Day

November 12 - MW Picture Re-Takes

Feb 24 – Family Night 6:00

# **NORTH ELEMENTARY SCHOOL**

**Jacksonville School District #117**

**Parent- Student Handbook**

**2021- 2022**



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## First Day of School

The First Full Attendance Day is Tuesday, August 17th, 2021 from 8:00 AM - 2:30 PM

### Mission of North Elementary School

The mission of North School is to provide a positive atmosphere and a challenging curriculum to insure the maximum growth of the mind, body, and spirit of each child.

...developed by the Faculty of North School with Community Club approval (May, 2000)



Dear Parents, Guardians, and Students of North School,

Our staff strives to carry out this mission each day. We ask for your continued support in our mission.

This handbook, approved by the Board of Education, includes policies and procedures to help us accomplish this. Please be sure to read it and keep it for reference. Although it is not comprehensive, we tried to make it helpful and clear. All of the information in the Jacksonville School District 117 Activities Calendar and Behavior Code also applies to North Elementary School.

Let us work together to provide a positive atmosphere and the best education possible for our students. Contact us any time, if you have questions or concerns. We Look forward to another great school year and we wish you all the best!

## Mrs. Bobbie Mills

Mrs. Bobbie Mills,

Principal of North Elementary School

# Introductory Information and General Notices

## General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 W. State St.  
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mrs. Teresa Wilson, Secretary  
Mrs. Brenda Stewart, Member  
Mr. Steve Cantrell, Member  
Mr. Bob McBride, Member  
Mrs. Heather Leonard, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mr. Mike McGiles, Director of Operations  
Mrs. Bobbie Mills, Principal  
Mrs. Jennifer Stendback, Dean of Students

The schools location and contact information:

1626 State Highway 78 N  
Jacksonville, IL 62650  
217.245.4084  
217.243.2818 (fax)

## Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2) If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.

Step 3) If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.

Step 4) If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

## Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

### Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the last month's payment
- Letter from manager and proof of last month's payment
- Letter of residence from landlord

**AND**

### Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid card
- Current homeowners/renters insurance policy
- Current library card
- Receipt for moving van rental
- Mail received at new residence

## Transfer of Students between Schools

If you move to an address outside the North attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain at North for the rest of the year, or enroll your child in the area school. All students who do not reside in the North attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of “transfers” cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

## School Operations During a Pandemic or Other Health Emergency

*This handbook procedure is meant to apply generally to any pandemic or other health emergency and should be supplemented with other relevant and timely information.*

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child’s school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public’s health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.

10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

## Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.

15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact Tami Stice, Director of Human Resources, at (217)243-9411.

## Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## School Volunteers

All school volunteers must complete the application provided through the “Secure Volunteer” portal found at [www.jsd117.org](http://www.jsd117.org) and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The principal will approve this decision and place volunteers where they are needed most. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## Parent Volunteers and Confidentiality

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer’s supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our student’s and parent’s right to confidentiality. This builds the trust that is essential for the good of our school community.

## Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

1. To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
2. To enable parents and teachers to discuss the child's progress at home and at school.
3. To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

## Community Club

We are proud of North's active parent-teacher organization, the Community Club. This group tirelessly gives volunteer support and financial assistance for the good of North School through a variety of activities and projects. All North parents and teachers are members. Their efforts and support are greatly appreciated.

The Community Club Officers (President, Secretary, Treasurer, Chair Positions and Principal) meets monthly at North School. These meetings are generally brief. All families are encouraged to attend. Please see the school calendar on the website for dates and times of upcoming meetings.

Each year we send home a note seeking volunteers for Community Club projects. If you did not have a chance to volunteer and would like to be involved, please call the office or one of the officers. We will send you a form or simply add your name to the list of volunteers for those projects you are interested in. Any way you can help will be appreciated. The following are some of the Community Club projects supported by volunteer help:

**PENNY WARS:** An all-school class competition to see who brings in the most pennies and points for North in the spring.

**REFRESHMENTS:** "Goodies" are provided at most special events. Workers may be needed to help serve. Each grade takes a turn providing cookies or other refreshments. Notes requesting your help are sent home approximately a week beforehand.

**SCHOOL PICNIC:** This is held each May or June during the school day for students. Organizers and workers are needed at school around the lunch periods and into the afternoon.

**FIFTH GRADE RECOGNITION:** Parents are needed to help organize and work at this evening event in late May.

**MATH-A-THON:** Students raise money for North by mastering math facts. Cash incentives are given. Participation is voluntary. Your support is appreciated. Organizers and workers are needed during parts of two school days to tally amounts and to check the math fact tests. More information will be sent home.

**TEACHER APPRECIATION LUNCHEON:** The last day of school, North teachers and staff members, including bus drivers, are appreciated with a luncheon. The staff always looks forward to this event. Volunteers are needed to organize and/or bake.

Community Club officers are elected by the parents and teachers at the May general meeting.

2021- 2022 Community Club Officers:  
President- Leah Cantrell  
Treasurer- Olivia Mefford  
Secretary- Katie Armstrong  
Fundraising- Paige Zimmer and Katie Armstrong  
Appreciation- Katie Armstrong  
AR and Facebook- Vicki Selby

## Community Club Support

A budget is presented at the September Community Club meeting. The budget provides for a variety of events and materials for North students and teachers. Examples of past support: yearly field trips, yearly student assemblies, library books, ceiling fans for the entire school, new cafeteria tables, computers, our PA system, the Accelerated Reader program, library central air-conditioning, school picnics, yearbook film and developing, lockers, tables and chairs for the library, yearly cash to each teacher to spend on his/her class, school stereo system, student awards, radios for communication ... **THANK YOU!**

## Box Tops for Education

We collect Box Tops for Education that we turn in for 10 cents each. Please send them to the classroom teacher or office anytime during the year and you are also able to download the app on your smart device to scan your store receipts to earn for your school.

## North's Business Partnerships

The Jacksonville Kiwanis Club is North's business partner. The Kiwanis Club assists us financially and with volunteers, who work at school projects and activities. Kiwanis has also provided monthly guest readers for each classroom, tutors, mentors, and sponsors our Student of the Month program. In the past this organization has purchased mulch for our playground, our Great Books program, and robots for our STEAM lab. We are very appreciative of their support of our students and want them to feel at home at North!

## Sending Money to School

Any time money is sent to school for any purpose, please seal it in an envelope with the following information on the envelope: **child's name, teacher, purpose, and amount.**

## Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

## Invitations, Gifts, Birthday Parties, and Treats

Party invitations, flowers, gifts, or treats for classmates should **not** be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. Birthday parties and treats are **not** permissible during school time.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

## Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any messages sent through the School Messenger System as well as local radio or television stations to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

## Late-In Schedule

The school board adopted a "late-in" option for cold weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, North Elementary will open the doors at 9:30 and school will begin at 10:00. Dismissal will continue to be at 2:30. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

## Video and Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

## Accommodating Individuals with Disabilities

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

## Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 245-4084.

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

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

## Care of Students with Diabetes

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

## Treats and Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. **No homemade treats or snacks are allowed at school.** Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

## School District Wellness Policy

The District has a school wellness policy in accord with federal law that promotes goals for good health, physical activity, and nutrition education. In supporting and promoting good nutrition for students we recommend that parents consider sending nutritional treats for seasonal parties and such.

### Healthful Food and Beverage Options for School Functions\*

At any school function (parties, celebrations, meetings, etc.) healthful food options should be made available to promote student, staff and community wellness. Examples of nutritious food and beverages that are consistent with the Dietary Guidelines for Americans are listed below.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit wedges-cantaloupe, honeydew, watermelon, pineapple, oranges, tangelos, etc.
- Sliced fruit-nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient
- Dried fruits-raisins, cranberries, apples, apricots
- Single serving applesauce or canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Lean meats and reduced fat cheese sandwiches (use light or reduced fat mayonnaise in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Pretzels or reduced fat crackers

- Baked chips with salsa or low-fat dip (Ranch, onion, bean, etc.)
- Low-fat muffins (small or mini), granola bars and cookies (graham crackers, fig bars)
- Mini bagels with whipped light or fat-free cream cheese
- Pasta salad
- Breadsticks with marinara
- Fat-free or low-fat flavored yogurt and fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (string cheese, single-serving cottage cheese, cheese cubes)
- Flavored soy milk fortified with calcium
- Pure ice cold water

*\*This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices.* Not all food and beverage items on this list will necessarily meet district nutrient standards as items vary in sugar, fat and calorie content from brand to brand. However, all of the items in the list are believed to be consistent with the intent of the wellness policy to promote student health and reduce childhood obesity.

## Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## Attendance, Promotion and Graduation

### Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

### Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reasons as approved by the principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from

the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

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

The school may require documentation explaining the reason for the student's absence. A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. For information on home or hospital instruction, contact the director of special education.

In the event of any absence, the student's parent or guardian is required to call the school at (217) 245-4084 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

### Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

### District 117 Policy Regarding Pre-Arranged Absences

To obtain a pre-arranged absence a student's parent/guardian is required to give 48 hours' notice in writing to the school office. The written notice should include reasons and dates of absences. A form for pre-arranged absences is available in the school office. The student is to use the form to notify teachers of the absence(s). Upon this notification, appropriate assignments may be given before the absence or after the absence. These assignments may be due before the absence or upon the student's return to school, as determined by the teacher. Credit is not given for assignments that are not submitted. The building administrator may determine that a pre-arranged absence form is necessary for school sponsored events that take a student out of regular class. Vacations are encouraged when school is not in session. Vacations during the school year interrupt the educational process and students do not receive the adequate instruction from the teacher. When it is necessary for a student to miss school for a vacation, the following procedure must be followed.

1. Student/parent brings written notification to school. School provides the pre-arranged form to student/parent.
2. Student completes pre-arranged form and submits to the building administrator for approval. Student follows the building process for notifying teachers of the absence(s).
3. Teachers may provide the assignment before the absence or upon the student's return to school.

4. Upon return to school, the student will have 1 day for each day of absence to complete the assignments.
5. Any school work submitted after the deadline will be considered late and will be subject to the grading policy in place for the school/teacher regarding late work.
6. Pre-arranged absences for vacations will be recorded as unexcused in accordance with Illinois School Code. If a pre-arranged form is used while a student is on vacation, credit will be given for assignments provided the completed work fulfills the completion policy.

### Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

### Release Time for Religious Instruction/Observance

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

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

### Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

### Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are considered truant. Students who miss 5% or more of the prior 18 regular

school days without valid cause are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

**Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absences. Upon the 4<sup>th</sup> unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.**

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Additionally, being on-time for the start of any school day is very important to a child's academic success. North rewards students/classes for excellent attendance quarterly.

## Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

## Grading and Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, and performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance.

## Grades

Teachers are responsible for determining and maintaining evaluations of the academic achievement of their pupils. A record of grades for each student is kept in grades 1 - 5. Academic progress is reported to parents quarterly on a Report Card (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarter only for Kindergarten).

Completion and accuracy of assignments, test and quiz scores, homework, special projects, class participation, and extra credit work all contribute to a student's final grade. We believe that a student earns his grades and is responsible for them. Parent support and encouragement is vital to good grades.

At grades 3 - 5 a uniform grading scale is used in order to strive for consistency of student evaluation. However, this is not meant to reduce teacher flexibility and judgment. At times teachers may take into account the difficulty of the assignment, extra credit work, class participation, etc. in determining grades.

Parents should expect frequent "graded" assignments to be brought home by their students. If they are not bringing these papers home for you to check their progress, please contact his/her teacher before too much time goes by.

### GRADING SCALE GRADES 3 - 5

<b>A+</b>	<b>98-100</b>	<b>OUTSTANDING</b>
<b>A</b>	<b>93-97</b>	<b>OUTSTANDING</b>
<b>A-</b>	<b>90-92</b>	<b>OUTSTANDING</b>
<b>B+</b>	<b>87-89</b>	<b>ABOVE AVERAGE</b>
<b>B</b>	<b>83-86</b>	<b>ABOVE AVERAGE</b>
<b>B-</b>	<b>80-82</b>	<b>ABOVE AVERAGE</b>
<b>C+</b>	<b>77-79</b>	<b>AVERAGE</b>
<b>C</b>	<b>73-76</b>	<b>AVERAGE</b>
<b>C-</b>	<b>70-72</b>	<b>AVERAGE</b>
<b>D+</b>	<b>67-69</b>	<b>BELOW AVERAGE</b>
<b>D</b>	<b>63-66</b>	<b>BELOW AVERAGE</b>
<b>D-</b>	<b>60-62</b>	<b>BELOW AVERAGE</b>
<b>F</b>	<b>0-59</b>	<b>DEFICIENT</b>

### Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

### Daily Instructional Practice

Objective: To establish and support the Board of Education's belief that daily instructional practice is an essential part of the learning process.

Definition: Daily instructional practice (at times referred to as “*homework*”) can be an in-class learning experience or an out-of-class learning experience assigned by a teacher to further a student’s educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and how to better direct student understanding of designated learning goals. In alignment with the Common Core Standards adopted by the State of Illinois, classroom teachers will be assessing primarily in the classroom as they look for evidence of skill and concept mastery by students. There are typically 4 types of daily instructional practice, each with a specific purpose and outcome.

Types of Daily Practice (Beyond the classroom)	What is it?	Purpose	Application	Examples
Practice	Assigned work that reinforces skills and concepts taught in the classroom.	Develops fluency and moves learning from short-term memory to long-term memory.	Effective practice will require students to be able to independently perform required skills.	3-10 math problems that reinforce the day’s learning or reading with an adult.
Completion	Any assigned work not completed during class time.	Keeps students within the pacing of the designed curriculum.	Completing assignments will secure that students are current with classroom learning targets.	Complete math assignment. Revise an essay. Complete a group project survey.
Preparation	Work that prepares student for upcoming learning.	Encourages students to acquire background knowledge and prior experiences to upcoming units of study.	Providing resources to secure students have a cognitive framework to support the grade level learning.	Interview a family member about family traditions prior to a writing assignment. Read a book about a historical time period.
Extension	Any work that refines, explores, or expands on classroom learning.	Encourages students to problem solve, think creatively, or think critically.	Student learning is not independent of classroom instruction. Instead, deepens understanding and relates learning to the real world.	Science project that requires students to take home seeds in soil, tend the plant, and report the growth in a chart format.  Chart is returned to school for discussion purposes.

### Effective Daily Instructional Practice:

While the District Policy does not require practice to be assigned daily, the characteristics of effective daily practice are that it be:

- curriculum-based and meet the developmental needs of students through differentiation, modifications, and accommodations
- purposely planned to support student learning and avoid student overload
- reviewed and discussed with students in a timely manner
- mindful of resources available to students outside of the classroom
- non-punitive in nature

### Daily Instructional Practice and Time Management

Daily practice can be assigned at any time. Teachers are asked to collaborate with other relevant subject teachers to ensure that students have ample time to prepare for workloads relating to the grade level curriculum. Whenever possible, teachers are encouraged to provide students and their families with advance notice of major projects/assigned work to allow for flexible time management. Teachers are encouraged to have a heightened awareness of holidays and extended breaks from the classroom.

### Suggested Amount of Time to be Spent on Daily Instructional Practice Outside of the Classroom

Kindergarten	10-15 minutes, up to 4 times a week
1st-2nd Grade	20-30 minutes, up to 4 times a week
3 <sup>rd</sup> - 6 <sup>th</sup> Grade	30-60 minutes, up to 4 times a week
7 <sup>th</sup> and 8 <sup>th</sup> Grade	Up to one hour per night, up to 4 times a week
9 <sup>th</sup> -12 <sup>th</sup> Grade	Up to two hours. up to 4 times a week

\* Parents with students who continually need extended time to complete the assigned daily practice should request a parent-teacher conference at the earliest convenience of the parent.

### Responsibilities Relating to Assigned Instructional Daily Practice

Student	<ul style="list-style-type: none"><li>● Makes effective use of class time.</li><li>● Seeks clarity with directions.</li><li>● Records assignment in planner.</li><li>● Plans to complete assignments on time and returns assignments to the teacher.</li><li>● Transports materials to and from school.</li><li>● Contact the teacher regarding assignments when absent from school.</li></ul>
Teacher	<ul style="list-style-type: none"><li>● Understands and complies with the District's Daily Practice Policy.</li><li>● Reflects on purpose, assessment, and feedback necessary to support student learning.</li><li>● Posts assignments in a variety of locations for student and parent reference.</li><li>● Communicates type, purpose, and objective of assigned daily practice.</li><li>● Secures that daily practice is meaningful and supports currently taught curriculum and learning targets.</li><li>● Consider the developmental stages, learning styles, and skills of individual students.</li><li>● Corrects daily practice quickly and provides feedback to students.</li><li>● Uses daily practice as a formative tool and records progress in Skyward.</li></ul>

## Family

- Establishes household routines to support a time, place, and resources for completing daily practice.
- Assists students in organizing tasks, information, and record-keeping.
- Communicates with the teacher regarding misunderstandings, progress, or other questions.
- Communicates with the teacher if family responsibilities cannot be met.
- Communicates with the teacher if a student is consistently unable to complete work within the suggested time frame or struggles to work independently.

## Principal

- Ensures that all staff and parents are familiar with the District's Daily Practice Policy.
- Monitors the District's Daily Practice Policy effectiveness, compliance, and strategies.
- Coordinates school-wide resources for teachers, students, and families to use for the completion of daily practice.
- Monitors how teachers assess daily practice for the purpose of grades.
- Mediates situations that relate to student learning, assignments, and work-outside of the classroom.

### **Communication between Home and School**

Students and parents will have a variety of ways to access information regarding assigned daily practice. The following resources are available for families to use regarding assigned work:

- Planners
- Skyward
- School website
- Teacher and Administrative Emails
- Remind, DOJO

Teacher classroom management plans should include specifics with regards to the posting of assignments for student recording.

### **Grading of Daily Practice**

Daily practice can be an out-of-class learning experience assigned by a teacher to further a student's educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and determine how to better direct student understanding of designated learning goals.

Teachers will monitor the completion of daily practice through individualized classroom charts, student data binders, or Skyward. At the end of each quarter the teacher will calculate the number of out-of-class learning assignments completed to formulate a class/course grade. The out-of-class daily practice grade cannot reflect more than 10% of the student's overall grade in a subject area. The remaining 90% of the grade for subject area will be based on mastery the student exhibits in the classroom.

### **Daily Instructional Practice during Extended Absences**

Teachers shall not be expected to provide detailed classroom work and daily practice assignments for students who are away for extended periods of time as a result of family-or parent-initiated absences. Parents may use the communication sources listed above to acquire the needed information. Depending on the nature of the time period and the timing of the school year, assignments will be made available before or after the absence.

For absences due to extended illness, parents may contact the principal to discuss the available options.

## Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability, and grade level.

## SchoolMessenger and Skylert

**SchoolMessenger** is a messaging system that allows the district to quickly send mass notifications to employees, parents, and students. **Skylert** is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. You can decide the contact method(s) by which you receive messages.

**SchoolMessenger** can provide you with information in three ways:

- Telephone/Cell Phone
- Email
- Text Message

## Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact Barbie Davidsmeyer, Director of Special Services at (217) 243-7402.

## Library

All North students (Gr. K - 5) visit the school library once a week. They may check out a maximum of two books per week. Books may be renewed each week for a one-week period. Students are reminded of overdue books through notes to the teacher. Notices of long overdue books are sent to parents and new materials will not be checked out until the overdue books are returned. We ask parents to see that their child is responsible for returning books on time and taking good care of the books. Lost or damaged books must be paid for.

## Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

## Student Fees and Meal Costs

### Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The district office will give additional consideration where one or more of the following factors are present:

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

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the district office.

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

### School Breakfast and Lunch Program

We are pleased to inform you that North School will be participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Option (CEO) for the 2021- 2022 School Year. Schools that participate in the CEO are able to provide healthy breakfasts and lunches each day at

no charge for ALL students enrolled in that CEO school during the 2021- 2022 school year. A lunch menu is sent home each month, so you can decide which lunches your child will want to eat.

1. If your student brings a sack lunch or wishes to purchase an additional carton of milk beyond the carton provided with the school lunch/breakfast, cost is .40 per carton, or orange juice at breakfast at .40 per carton. **Soda is not permitted.**
2. Students may receive one (1) lunch/breakfast per day at no charge. If your student orders a second school lunch, the cost is \$2.25 per additional lunch or \$1.50 per additional breakfast and is to be paid on the date of the extra purchase. **Extra meals may not be charged.**

Lunch is ordered by phone early each morning from the Central Kitchen at JHS. We need to know by 8:15 a.m. if your child will be arriving late. **LATE ARRIVALS WILL NOT BE INCLUDED IN THE LUNCH COUNT UNLESS THE PARENT CALLS THE SCHOOL BEFORE 8:15 A.M. IF THE SCHOOL IS NOT CONTACTED BY THIS TIME; THE STUDENT NEEDS TO BRING A SACK LUNCH.**

If a student is ordering an extra lunch, lunch must be paid for on the day they are ordering an extra. **The student must tell the teacher at the morning lunch count that he/she is ordering 2 lunches.** If the student forgets, the office will not order enough to give the extra one.

### Lunch Schedule

Grades K and 1 ..... 11:00- 11:30

Grades 2 and 3 ..... 11:40- 12:10

Grades 4 and 5 ..... 12:20- 12:50

### Lunchroom Expectations

The lunch period is meant to be an enjoyable time for all students. For this reason, students are expected to follow all lunchroom rules and procedures. Students who cannot meet these expectations may be denied lunchroom privileges.

1. Walk at all times in the lunchroom.
2. Talk normally without shouting.
3. Remain seated. Raise your hand if you need help.
4. Keep your area clean (table, bench, floor).
5. Do not trade or share food.
6. Obey adult supervisors.
7. Stop talking and listen when the whistle blows.

### Soda at School

Schools in Illinois may not sell soda to students during the school day. We encourage families to have their children drink nutritious milk at school. If you are sending an alternate drink with your child for lunch, please choose juice, yogurt drinks, or water. Beverages should not be sent in glass containers for obvious reasons. Please see the wellness policy for healthy options.

### Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. No food shall leave the cafeteria.

4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons, or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except when given permission by the supervisors to do so.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

## Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks, and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings, or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from

emergency exits. Eating and drinking are not allowed on the bus.

7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact Brent Dunn, Director of Transportation at (217) 245-6624.

## Bus Conduct

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

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

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

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

## Bus Routes

**Bus routes with “pick up” and “return” will be about the same as last year. After our final August School Registration, please check Skyward for your bus schedule. FAMILIES NEW TO NORTH MAY CALL THE BUS GARAGE (245-6624) FOR INFORMATION REGARDING BUS ROUTES AND TIMES. OFTEN NEIGHBORS WITH CHILDREN CAN BE OF HELP ON THE TIMES. (subject to change per bus garage).**



Please visit [www.jsd117.org](http://www.jsd117.org) and click on  to find information regarding emergency snow routes when available.

## Health and Safety

### School Nurse

A registered nurse is assigned to every school. The time frame the nurse is in the building will vary from year to year. The nurse's office is responsible for medication administration required at school, care of students with acute illness and care of students who have first aid needs. The nurse will provide comfort measures as available. Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office.

### Immunization, Health, Eye, and Dental Examinations

#### Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to:

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the ages of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

**All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.**

#### Eye Examination

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

## Dental Examination

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

## Exemptions

A student will be exempt from the above requirements for:

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

## Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented – a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the police.** All North students should have a copy of their birth certificate in their permanent files.

## Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

All medication must be brought to the school office by a parent or guardian. Students are **NOT ALLOWED TO BRING MEDICINE TO SCHOOL ON THE BUS.** This is for the safety of all students.

## Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

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

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

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

### **Administration of Medical Cannabis**

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

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### **Emergency Aid to Students**

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

## **Illness during School**

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, open wound with drainage which cannot be contained in a dressing, incidence of diarrhea 2 or more times, unexplained rash or croup-like cough. Students with these illness symptoms should not attend school. If these symptoms occur while at school, the parent/guardian will be contacted and the student will be required to go home.

In addition, any student who has symptoms of impetigo, pinkeye, scabies, or ringworm will be sent home and should not attend school until they have been under treatment for 24 hours or have a written release from their physician stating they may return to school.

If the student has symptoms other than those already listed, the nurse, principal or designated school staff member will contact the parent/guardian to discuss the best course of action. No student may leave

school during the day due to illness unless he/she has permission from the school office. **The student should be free of symptoms for 24 hours before returning to school.**

Any reasonable suspicion of communicable disease should be reported to the school nurse or principal immediately. This includes chicken pox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pink eye, ringworm, scabies, lice, or unexplained rashes.

### Medication on Field Trips

Parents of students who require medication on field trips shall provide the certified school personnel responsible for the field trip with a copy of the school medical authorization form. If medication in addition to that described above is needed, an additional authorization form shall be provided by the parent prior to the field trip. All medication to be administered by school personnel or by student during a field trip or school-related activity shall be clearly marked with the student's name, medication name and dosage, and administration route and/or other directions.

### Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

### Guidance & Counseling

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

### Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

### Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.

4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## Discipline and Conduct

### General Building Conduct

All students who arrive after 8:00 a.m. must report to the office for “sign in” and a tardy pass. Any student required to leave the building before dismissal time must report to the office with a parent (or authorized adult) who will sign the student out.

### School Hours

GRADES K – 5... **8:00 a.m. - 2:30 p.m.**

We insist that students **NOT** arrive before 7:35 a.m., unless arriving by bus. Supervision of students is not provided before 7:35 a.m. so students should not arrive before then. Students should immediately enter the building on arrival and go to the gym to sit with their classmates or to the cafeteria for breakfast. At 7:50 a.m., students are dismissed to go to their classrooms. The tardy bell rings at 8:00 a.m.

### General School Rules

1. **Walk** on the sidewalks and inside the building at all times.
2. Treat other students with respect.
3. Proceed **quietly and orderly** in the building during class times.
4. Show respect for adults and listen to and follow their directions.
5. Respect the property of others and take good care of school property.
6. Use the restroom appropriately without "horseplay" or disturbing noise.  
Help keep them clean. Do not loiter there.
7. Know and obey all other school rules and procedures.

### Playground Rules

1. Stay in assigned areas. **Do not leave the playground without permission** from the adult in charge.
2. Use equipment in a safe manner according to the specific rules for each item. (ex: slide, swings, chin up bars, etc.).
3. Stop and listen when the whistle blows.
4. No food or drink on the playground.
5. Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
6. "Rough play" is not allowed. (ex: No tackle football, etc.)
7. Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
8. Line up **promptly** at the bell.
9. Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE

TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

### Indoor Recess Rules

1. **Walk** directly to the gym.
2. No running or chasing.
3. No throwing things, unless they are part of an approved game.
4. No loud or rough play.
5. Put games away and be lined up at the bell.

### Other General Rules

1. **Keep your hands**, feet, and body **to yourself**. (No pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
  2. **Use appropriate language**. (No talking back, swearing, mean spirited teasing, name calling, etc.)
  3. Do not bring **toys, balls, games, trading cards, purses, etc.** to school without your teacher's permission.
  4. Any **dangerous objects** (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
  5. Perfume, body sprays, and make-up should be applied at home, not school. No fake fingernails at school.
  6. Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
  7. Students shall not write on walls, desks or deface or destroy school property.
  8. Chewing of gum is not permitted in the school building.
  9. Skateboards are not permitted at school.
  10. Water guns, play guns, and/or real guns are not permitted at school.
  11. No radios, tape players, CD players, cameras are permitted without permission from the principal.
- ALL TEACHERS EXPLAIN AND DISCUSS THESE RULES DURING THE FIRST WEEK OF SCHOOL. TEACHERS ALSO DISCUSS SAFETY AND EMERGENCY PROCEDURES DURING THE FIRST WEEK.

### Damage to School Property

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

**Library books:** If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

**Textbooks:** Cost as much as \$60 each when new.

**Lockers:** Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School officials have the right to search lockers if they have reason to believe the contents violate school rules.

### School Dress Code / Student Appearance

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.

- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandanas, sweatbands, 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.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

## Student Behavior

**Copies of all School District policies on student behavior are available online through the School District’s website or in the school office.**

### **Prohibited Student Conduct**

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law).
  - Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription.
  - Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
  - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law.
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling

of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- 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.
- Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

1. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
2. Using or possessing an electronic paging device.
3. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
4. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
5. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
6. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
7. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
8. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
9. Engaging in teen dating violence.

10. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
11. Entering school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
13. Being absent without a recognized excuse.
14. Being involved with any public school fraternity, sorority, or secret society.
15. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
17. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
18. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or

4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

### **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for

appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

### **Corporal Punishment**

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

### **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

### **Gang & Gang Activity Prohibited**

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

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the

student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

### Prevention of and Response to Bullying, Intimidation, and Harassment

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

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

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

## Complaint Managers:

Tami Stice

211 W. State St.

Jacksonville, IL 62650

(217) 243-9411

tstice@jsd117.org

Tim Chipman

1700 S. West St.

Jacksonville, IL 62650

(217) 245-5514

tchipman@jsd117.org

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

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

## Sexual Harassment and Teen Dating Violence Prohibited

### Sexual Harassment Prohibited

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

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

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

### Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

### Making a Complaint; Enforcement

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the

student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

**Nondiscrimination Coordinator:**

Tami Stice  
211 W. State St.  
Jacksonville, IL 62650  
(217) 243-9411  
tstice@jsd117.org

**Complaint Managers:**

Tami Stice  
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tstice@jsd117.org

Tim Chipman  
1700 S. West St.  
Jacksonville, IL 62650  
(217) 245-5514  
tchipman@jsd117.org

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

### Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

### Access to Student Social Networking Passwords and Websites

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

### Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smartphone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer, or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school

staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students may be allowed to use electronic devices during non-instructional time, which is defined as before and after school and other times only with permission granted.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules, or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft, or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

## Internet, Technology and Publications

### Internet Acceptable Use

**Editor's Note: This handbook procedure contains broad language to give schools a wide range of options in adopting an AUP. Consult your school district policy manual to assure consistency and alignment with district policy.**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions

regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (email) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of Email** – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet “domain.” This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

### Annual Notice to Parents about Education Technology

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

## Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that: a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; b. Violates the rights of others, including but

not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright; c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,

d. Is reasonably viewed as promoting illegal drug use; or

e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.

8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

## Search and Seizure

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### **Students Searches**

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

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

## **Seizure of Property**

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

## **Questioning of Students Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

# Special Education

## Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

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.

## Discipline of Students with Disabilities

### **Behavioral Interventions**

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

### **Discipline of Special Education Students**

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

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Barbie Davidsmeyer, Director of Special Services

(217) 243-7402

3 W. Central Park Plaza

## Access to Classroom for Special Education Observation or Evaluation

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

For further information, please contact the school principal.

# Student Records and Privacy

## Student Privacy Protections

### Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

### Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

## Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

## Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

**1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

**2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in

performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

**5. The right to prohibit the release of directory information.** Throughout the school year, the District may release directory information regarding students, limited to:

- Name
  - Address
  - Grade level
  - Birth date and place
  - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
  - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
  - Academic awards, degrees, and honors
  - Information in relation to school-sponsored activities, organizations, and athletics
  - Major field of study
  - Period of attendance in school
- Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

**6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

**7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

U.S. Department of Education

Student Privacy Policy Office

400 Maryland Avenue, SW

Washington DC 20202-8520

## Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## Parental Right Notifications

### Teacher Qualifications

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status through which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

### Standardized Testing

Students and parents/guardians should be aware that students in grades 3-5 will take standardized tests on Reading, Math, and Science. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

### Annual Academic Testing

Each year students take tests designed to provide teachers and parents' information about their **individual** academic ability and achievement. The **group** results of some tests are reported to the public.

**IAR TEST** These tests, designed by the state to provide information about how well the students of a school are doing in various basic subjects, are given to students in grades 3, 4, and 5 in both Reading &

Math. Also, Science is given in grade 5. IAR tests are given in March. Individual results are sent to parents when available from the State of Illinois.

**NWEA MAP Test** This is a computerized test that students take three times a year in the areas of reading and mathematics. This test is designed to show the levels that students are functioning in each subject area. This program is now being used K-12 District wide.

TESTING DATES ARE SENT HOME IN THE MONTHLY NEWSLETTER.

## Homeless Child's Right to Education

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

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

## Parent Involvement Compact (Title 1)

The school annually has a meeting for all Parents/Guardians, which takes place during the September Community Club meeting. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government, and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

## Section 504 Policies

Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C., Section 794, protects disabled person from discrimination based on their disabled status. The Board of Education recognizes the requirement to provide a free appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of Jacksonville School District No. 117 to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they do not require special education services pursuant to the Individuals with Disabilities Education Act (IDEA). Procedural safeguards are guaranteed for disabled students and their parents in Jacksonville School District No. 117.

For purposes of compliance with the Act, the Superintendent shall develop and implement appropriate procedures and forms to include evaluation, eligibility, services plan, service delivery and periodic case review. The Board of Education shall designate a Section 504 Coordinator and shall provide annual notice of available services and the process for access to services.

## School Improvement Process (SIP)

In 1985 the Illinois Legislature passed the School Reform Act. That law along with related legislation passed in 1991 outlines a procedure to be followed for school improvement by all public schools in the state. This improvement process is to be repeated every year to ensure that 1) all students' needs are being met as much as possible and that 2) all students are learning. In essence, the plan focuses on 30 goals for learning in the areas of language arts, math, science, social science, fine arts, physical education, health and foreign language. These goals are referred to as the Illinois State Goals for Learning. There are Learning Standards for each of the State Goals and Learning Benchmarks which define progress at five grade or developmental levels for each Standard. Each school must align its curriculum to the State Goals and Learning Standards and then design and/or select a variety of assessments for determining how well the students at each grade level are measuring up to the targeted levels of expected performance.

Assessment results are analyzed and subgroups of students within each grade level are identified. A building based plan for improvement is developed based on this information. This process is repeated every year to ensure that the needs of all students are being met. A copy of the School Improvement Plan is available for viewing in the school office. Parents and the community will receive information each year as to how well the students in each grade level are performing in relation to the mandated goals.

## English Learners (EL)

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact the building principal.

## Response to Intervention RtI

RtI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. The goal of RtI is to provide students with the help they need to be successful as early as possible in their school career.

### How does RtI work?

When a child begins to have some area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with the SPRINT team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress\*\*. The child's progress is measured over time. If he/she makes acceptable progress the interventions may be discontinued (if sufficient progress is made) or continued (if the team feels the interventions are needed to help the student succeed). If the child continues to struggle then more intensive interventions may be tried.

### What is the role of the Parent in RtI?

Jacksonville School District 117# upholds the philosophy that parents are a child's first teachers as well as their lifetime coach. Therefore the Jacksonville School District greatly values the important role of the parent in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite the parent to participate in telephone conversations and/or team meetings regarding the child. Parents will most often be given an active role in the intervention plan for their student.

Parents provide insight into a child's learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

## Positive Behavior Systems & Incentives

Incentives or rewards may be used to encourage students to do their very best. Students who demonstrate good citizenship, work habits, and appropriate behavior will be permitted to participate in specially planned quarterly activities throughout the year. These activities are privileges planned as rewards for students and therefore **MUST BE EARNED**. In addition, more frequent rewards may be planned throughout the year as school-wide or classroom incentives for reaching a class or building goal.

Our Positive Behavior System (PBS) motto is to Take Care of Yourself, Take Care of your School, and Take Care of Others. We want 100% of our students to reach their goals and earn the quarterly reward.

### **Class Dojo or Remind**

All parents will be asked to subscribe to their child's class Dojo or Remind accounts. These are apps that allow the teacher to send a brief message to parents, while parents can see how their child is on a daily basis. For additional information, contact your child's teacher.

### **Accelerated Reader Program (AR)**

The North faculty and Community Club support the Accelerated Reader Program in grades K - 5. After students read selected children's literature (books are identified in our library with a bright green sticker on the spine), they take a computerized test to earn points for rewards and incentives. Inside the cover are the reading level (L) and the point value (P) of that book. A list of AR requirements and incentives is sent home at the beginning of each year.

### **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.

### **Lost and Found**

Please label your personal items, especially lunch boxes, book bags, and coats. Lost items are placed in the Lost & Found Box in the cafeteria for several days. Remaining articles are given to Good Will in the summer.

### **School Pictures**

Individual pictures are taken in the fall for student records and the North School yearbook. Parents may purchase picture packages from a variety of options. Information is sent home in September.

### **Yearbook**

Parent volunteers put together a yearbook full of North students and activities. Purchase forms are sent home in February or March. Yearbooks usually arrive at the beginning of the next school year. The Community Club supports the cost of photos, developing, etc.

### **Telephone Use and Messages**

Generally, students are allowed to call home only for urgent matters or with teacher permission. When your child comes to school in the morning, please be sure he/she knows what to do at dismissal. This avoids many problems. Should plans change during the day, please call the school before 2:00 P.M., so we have time to relay the message before dismissal. **Students will be directed to ride the bus, unless you inform us otherwise.**

### **Change of Telephone Number or Address**

If your home telephone number, work number, or emergency numbers change during the year, it is important that you notify the office **immediately**.

### **Pesticide Application Notice**

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

## Mandated Reporter

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

## Hearing Impaired: Request for an Interpreter

Families with hearing impaired members may request an interpreter. North School will provide interpreters for all North School functions you wish to attend including parent/teacher conferences, community club meetings, open houses, etc. PLEASE make the request two weeks in advance, if possible.

## Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

## Drug, Alcohol, and Tobacco Free Environment

Jacksonville School District #117 policy requires all District #117 workplaces to be drug, alcohol, and tobacco free environments.

## Leaving School without Permission

If a student leaves the school building and grounds without permission, the police and parents/guardians will be notified immediately.

## Sex Offender Notification Law

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

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

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

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

A violation of this law is a Class 4 felony.

## Violent Offender Community Notification

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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## Vehicles: Parking, Arriving, and Dismissal

### **PARKING:**

**NO PARKING IS ALLOWED IN THE CIRCULAR DRIVE IN FRONT OF THE BUILDING. THE DRIVE MUST BE OPEN.**

Parking is available to the north of the building. Any cars parked in the North lot during the day must be moved at least a half hour before dismissal. The South parking lot is reserved for staff only.

### **ARRIVAL BY CAR:**

**NO STUDENT IS TO BE DROPPED OFF IN FRONT OF THE SCHOOL. THIS AREA IS FOR DAYCARE VEHICLES AND BUSES ONLY.**

If you plan to just drop your child off, please use the far lane that we use for dismissal and pull up alongside the building. Your child should exit the car to the left and get on the sidewalk. The child should walk up the sidewalk and around the building to the front door. You will then pull your car out of the drop off lane and into lane 5 to exit the lot. Please take precautions and watch for parents that might be walking their child to the door.

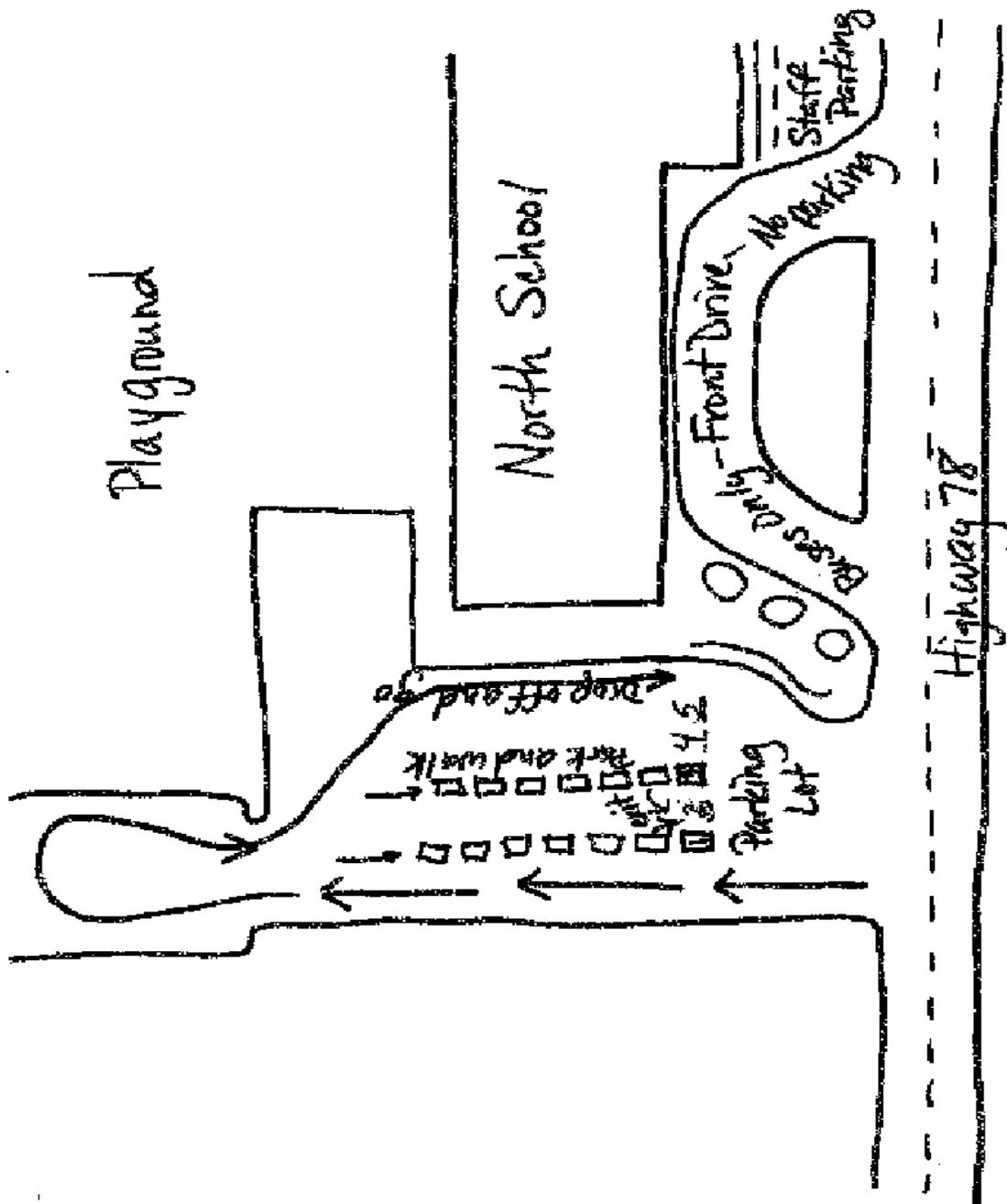
If you are parking and then walking your child in to the building, please enter the lot using the far left lane. Pull into lane 1 or lane 3 facing the highway. Please escort your child from the car to the sidewalk by securing their hand walking together to the opening by the fence which leads to the front door. Once you are ready to leave the lot, simply pull into lane 2 to exit on to the highway, always watching for incoming traffic. If you have small siblings with you, please always hold their hand in the parking lot for their safety and the safety of those around them.

### **DISMISSAL:**

**NO STUDENT IS TO BE PICKED UP AT THE FRONT OF THE SCHOOL. THIS AREA IS FOR DAYCARE VEHICLES AND BUSES ONLY.**

Traffic in the parking area is heavy at dismissal time. PLEASE BE CAUTIOUS AS CHILDREN ARE OFTEN UNPREDICTABLE. After school pick-up is done in the parking lot on the North side of the building. When arriving for after school pick-up, cars should enter the parking lot on the North end. Cars will then drive to the back of the lot, make a u-turn and form 5 rows facing West.

Those picking up students should remain in their cars. If you need to leave your car for any reason, you will have to park behind the school or in the back northeast lot. Students being picked up by car will be dismissed all at one time to enter their respective vehicles. Once students are in their cars, a staff member will begin to safely dismiss each car. Anyone picking up students must follow these directions to allow for a safe and efficient departure. At dismissal, buses and daycare vans will be parked in the front circular drive.



## Parent/Guardian Handbook Acknowledgement

Dear Parent/Guardian:

Please complete the following form and return to the office as soon as possible.

*Bobbie Mills*

Mrs. Bobbie Mills, Principal

From: The Parent/Guardian of: (1). \_\_\_\_\_  
(2). \_\_\_\_\_  
(3). \_\_\_\_\_  
(4). \_\_\_\_\_  
(5). \_\_\_\_\_

To: North Elementary School

I have reviewed a copy of the Student/Parent Handbook with my child (ren) in an effort to promote a better understanding of North Elementary School rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook.

I understand that this handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon the implementation of any change. The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **South Elementary School**



## **Parent-Student Handbook**

**2021-2022**

**We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence.**

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## Message from the Principal and Staff

Dear Families and Friends of South Elementary School:

Welcome Back! Again, we are excited to have the privilege of working with you and your children this year. We will work diligently to provide your children with the best opportunity to enhance their educational, emotional and social development. As the principal of South Jacksonville School, I am looking forward to enhancing a good working relationship between parents, teachers, staff and students.

The information included in the Parent/Student Handbook will allow you to know what South's expectations are in regard to the school program. Within the handbook you will also receive information related to behavior. Please read the information in its entirety with your child. Discuss the handbook and please call the school if you have any questions about the information contained within. Our goal is to improve upon South's tradition of excellence in all facets of the school. South has a dedicated faculty and staff who are committed to this goal.

We recognize that the best learning takes place when the school and home work together, support one another and communicate on an ongoing basis. I welcome opportunities to work with you and answer questions or concerns you have about your child's learning environment, behavior or other needs.

At South, the support and involvement of parents is of vital importance. We would like to take this opportunity to encourage you to become ***involved in our school***. Our PTO is looking for parents to help us build a top notch parent group. Please consider joining this very important organization. Research shows that parents who are involved in the school have children who succeed in school.

The school program continues to improve with our school improvement structure, school wide staff development and strategic planning.

Our PTO continues to provide excellent support with school projects and activities. Our parent organization is the best. The school appearance continues to be a matter of pride. Our school continues to get better and better, but it can truly improve if you are our partner in this process. We look forward to working with you in the year ahead.

In Viking Pride,

Tim Chipman

Principal

South Elementary School

# **Introductory Information and General Notices**

## **General School Information**

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 W. State Street  
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mrs. Teresa Wilson, Secretary  
Mr. Bob McBride, Member  
Mr. Steve Cantrell, Member  
Mrs. Heather Leonard, Member  
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mr. Mike McGiles, Director of Operations  
Mr. Timothy Chipman, Principal  
Ms. Heather Staats, Dean of Students

The school is located and may be contacted at:

1700 South West Street  
Jacksonville, IL 62650  
Phone: 217-245-5514  
Fax: 217-245-2804

## **Chain of Command**

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2) If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.

Step 3) If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact Central Office.

Step 4) If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

## **School Operations During a Pandemic or Other Health Emergency**

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.

2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

## **Visitors**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).

12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

### **Equal Opportunity and Sex Equity**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Mike McGiles, Tami Stice, Human Resource Director of Operations at (217)243-9411.

### **Animals on School Property**

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### **School Volunteers**

All school volunteers must complete the application provided through the “Secure Volunteer” portal found at [jsd117.org](http://jsd117.org) and be approved by the school principal prior to assisting at the school. Should a parent anticipate volunteering, it is highly advised a parent complete “Secure Volunteer” as soon as possible. Once a copy of an approved volunteer card is received, please be sure the office receives a copy for their records. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

### **Parent Volunteers and Confidentiality**

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer’s supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our student’s and parent’s right to confidentiality. This builds the trust that is essential for the good of our school community.

### **Parent Teacher Organization (PTO)**

South School is fortunate to have an active Parent Teacher Organization, which is made stronger through the involvement of parents, guardians, and partners in education. PTO's aim is to support students, families, faculty, and staff at South School through fundraising, special events, celebrations, and recognitions, including collection of Box Tops for Education, pack-the-house events, and Spirit Wear orders.

Speedway Skating, located at 1204 S. Lincoln Ave., designates one night a month to be set aside for the exclusive use of families from each of the schools in Jacksonville. South’s night is typically the first Thursday of each month, September through May. The time is 6:00 pm until 8:00 pm. Our school’s PTO receives a portion of the total admissions.

PTO meetings are held monthly on the third Thursday of the month at 6:00 p.m. in the Media Center (enter through the building's main entrance). Please visit the PTO page on the South School website ("For Parents") and keep up with events on the PTO Facebook page.

### **Parent-Teacher Conferences**

Parent-Teacher conferences (Gr. K-5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for the parent-teacher conferences:

1. To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
2. To enable parents and teachers to discuss the child's progress at home and at school.
3. To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

### **Facility Use**

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

### **Invitations, Gifts, Birthday Parties, and Treats**

Party invitations, flowers, gifts, or treats for classmates **should not** be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. Birthday parties and treats are not permissible during school time.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home using the list in the school directory (if applicable). The office is unable to release addresses and phone numbers of students who are not listed in the school directory if available.

### **Emergency School Closings**

In cases of bad weather and other local emergencies, please listen to any messages sent through the School Messenger System as well as local radio or television stations to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

### **Video and Audio Monitoring Systems**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

### **Accommodating Individuals with Disabilities**

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

### **Students with Food Allergies**

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 245-5514.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan

will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

### **Care of Students with Diabetes**

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

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

### **Treats and Snacks**

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value. **NO BIRTHDAY TREATS PLEASE!**

### **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## **Guidance & Counseling**

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

## **Attendance, Promotion and Graduation**

### **Attendance**

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

### **Student Absences**

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medication to control symptoms. Any student presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

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

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at 217-245-5514 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

### **Pre-arranged Absences**

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

### **District 117 Policy Regarding Pre-Arranged Absences**

To obtain a pre-arranged absence a student's parent/guardian is required to give 48 hours' notice in writing to the school office. The written notice should include reasons and dates of absences. A form for pre-arranged absences is available in the school office. The student is to use the form to notify teachers of the absence(s). Upon this notification, appropriate assignments may be given before the absence or after the absence. These assignments may be due before the absence or upon the student's return to school, as determined by the teacher. Credit is not given for assignments that are not submitted. The building administrator may determine that a pre-arranged absence from a necessary for school sponsored events that take a student out of regular class. Vacations are encouraged when school is not in session. Vacations during the school year interrupt the educational process and students do not receive the adequate instruction from the teacher. When it is necessary for a student to miss school for a vacation, the following procedure must be followed.

1. Student/parent brings written notification to school. School provides the pre-arranged form to student/parent.

2. Student completes pre-arranged form and submits to building administrator for approval. Student follows the building process for notifying teachers of the absence(s).
3. Teachers may provide the assignment before the absence or upon the student's return to school.
4. Upon, return to school, the student will have 1 day for each day of absence to complete the assignments.
5. Any school work submitted after the deadline will be considered late and will be subject to the grading policy in place for the school/teacher regarding late work.
6. Pre-arranged absences for vacations will be recorded as unexcused in accordance with Illinois School Code. If a pre-arranged form is used while a student is on vacation, credit will be given for assignments provided the completed work fulfills the completion policy.

### **Absences Due to Illness**

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students late in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended and event, or falsely claiming that an absence is approved.

### **Release Time for Religious Instruction/Observance**

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

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

### **Make-Up Work**

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

### **Truancy**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

**Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absences. Upon the 4th unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.**

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Students arriving to school after 8:30 am should be walked in to the office by a parent. Parents are required to sign in their child upon arrival.

Additionally, being on-time for the start of any school day is very important to a child's academic success. South Elementary periodically rewards students/classes for excellent attendance.

### **Tardiness**

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:05A.M. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

**If your child must be tardy, please call the school before 8:15 to let us know what his/her plans are for lunch. We order lunches by 8:20 and need an accurate count for all students to get a lunch.**

Excessive tardiness may be reported to the truant officer by the principal.

### **Grading and Promotion**

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests, and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

### **Grades**

Teachers are responsible for determining and maintaining evaluations of the academic achievement of their pupils. A record of grades for each student is kept in grades 1-5. Academic progress is reported to parents quarterly on a Report Card (2nd, 3rd and 4th quarter only for Kindergarten).

Completion and accuracy of assignments, test and quiz scores, homework, special projects, class participation, and extra credit work all contribute to a student's final grade. We believe that a student earns his grades and is responsible for them. Parent support and encouragement is vital to good grades.

At grades 3-5 a uniform grading scale is used in order to strive for consistency of student evaluation. However, this is not meant to reduce teacher flexibility and judgment. At times teachers may take into account the difficulty of the assignment, extra credit work, class participation, etc., in determining grades.

Parents should expect frequent “graded” assignments to be brought home by their student. If they are not bringing these papers home for you to check their progress, contact his/her teacher before too much time goes by.

**GRADING SCALE GRADES 3-5**

<b>A+</b>	<b>98-100</b>	<b>OUTSTANDING</b>
<b>A</b>	<b>93-97</b>	<b>OUTSTANDING</b>
<b>A-</b>	<b>90-92</b>	<b>OUTSTANDING</b>
<b>B+</b>	<b>87-89</b>	<b>ABOVE AVERAGE</b>
<b>B</b>	<b>83-86</b>	<b>ABOVE AVERAGE</b>
<b>B-</b>	<b>80-82</b>	<b>ABOVE AVERAGE</b>
<b>C+</b>	<b>77-79</b>	<b>AVERAGE</b>
<b>C</b>	<b>73-76</b>	<b>AVERAGE</b>
<b>C-</b>	<b>70-72</b>	<b>AVERAGE</b>
<b>D+</b>	<b>67-69</b>	<b>BELOW AVERAGE</b>
<b>D</b>	<b>63-66</b>	<b>BELOW AVERAGE</b>
<b>D-</b>	<b>60-62</b>	<b>BELOW AVERAGE</b>
<b>F</b>	<b>0-59</b>	<b>DEFICIENT</b>

**Homework**

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student’s teacher, ability and grade level.

**Administrative Procedures and Guidelines for Student Retention**

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student’s best interest to be retained, even though he/she does not meet the criteria for retention. Because

retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

### **SchoolMessenger**

**SchoolMessenger** is a messaging system that allows the district to quickly send mass notifications to employees, parents, and students. This system can provide you with information in three ways:

- Telephone/Cell Phone
- E-mail
- Text Message

### **Home and Hospital Instruction**

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact Barbie DavidsmeyerBlake Martin, Director of Special Services at (217) 243-7402.

### **Library**

All South Elementary students (Gr. K-5) visit the school library twice a week. They may check out a maximum of two books per week. Books may be renewed each week for a one-week period. Students are reminded of overdue books through notes to the teacher. Notices of long overdue books are sent to parents and new materials will not be checked out until the overdue books are returned. We ask parents to see that their child is responsible for returning books on time and taking good care of the books. Lost or damaged books must be paid for.

### **Exemption From PE Requirement**

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.301.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

## **Student Fees and Meal Costs**

### **Fines, Fees, and Charges; Waiver of Student Fees**

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee

waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The building principal will give additional consideration where one or more of the following factors are present:

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

The designated employee from Central Office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

### **School Breakfast & Lunch Program**

All students receive free breakfast and lunches at South Elementary due to our enrollment in the Community Eligibility Program. Schools that participate in the community Eligibility Program are able to provide healthy breakfasts and lunches each day at no charge for **All Students** enrolled in that school during the 2019-2020 School Year. A lunch menu is available each month, either by obtaining one in the main office or online at the district website, so you can decide which lunches your child will want to eat.

Breakfast is served every school day from 7:30 a.m. to 8:00 a.m. Lunch is served every school day from 10:50 a.m. to 12:15 p.m. A student may purchase an additional breakfast for \$1.50.

A student may bring a sack lunch from home or may purchase an additional school lunch for \$2.25 and/or milk for \$0.40. **Soda and/or energy drinks are not permitted.**

Lunches are ordered by phone early each morning from the Central Kitchen at JHS. **We need to know by 8:15 A.M. if your child will be arriving late. LATE ARRIVALS WILL NOT BE INCLUDED IN THE LUNCH COUNT UNLESS THE PARENT CALLS THE SCHOOL BEFORE 8:15 A.M. IF THE SCHOOL IS NOT CONTACTED BY THIS TIME, THE STUDENT NEEDS TO BRING A SACK LUNCH.**

### **Lunchroom Expectations**

The lunch/recess period is meant to be an enjoyable time for all students. For this reason, students are expected to follow all lunchroom rules and procedures.. Students who cannot meet these expectations may be denied lunchroom or recess privileges.

1. Walk at all times in the lunchroom.
2. Talk normally without shouting.
3. Remain seated. Raise your hand if you need help.
4. Keep your area clean (table, bench, floor).
5. Do not trade food.
6. Obey adult Supervisors. Stop talking and listen when the whistle blows.

### **Cafeteria Rules**

1. Students shall walk to lunch and shall be orderly and quiet during lunch.
2. All trash shall be gathered neatly at the table until the end of the lunch period. No student will get up to dispose of their unwanted items. No food or drink shall leave the cafeteria.
3. Loud talking, yelling, screaming, and other disruptions are prohibited.
4. Students shall not throw food, milk cartons or other items.
5. Students shall not trade food.
6. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
7. Students shall remain seated while in the cafeteria. Students are to raise their hand if they need assistance from lunchroom staff.
8. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
9. Students shall report spills and broken containers to cafeteria staff immediately.
10. Students shall be dismissed from the cafeteria by the lunchroom supervisor, their classroom teacher, or another designated employee.

**Misbehavior will result in disciplinary action according to the school's disciplinary procedures.**

### **Bus Transportation**

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.

4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact Brett Dunn, Director of Transportation at (217)245-6624.

### **Bus Conduct**

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

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

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

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

## **Health and Safety**

### **School Nurse**

A registered nurse is assigned to every school. The time frame the nurse is in the building will vary from year to year. Typically, the nurse will be present 2 hours a day. The nurse's office is responsible for medication administration required at school, care of students with acute illness and care of students who have first aid needs. The nurse will provide comfort measures as available. Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office.

### **Birth Certificates**

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). Parents have 30 days to comply with the law or the matter must be reported to the State police. All South Elementary students should have a copy of their birth certificate in their permanent files.

### **Immunization, Health, Eye and Dental Examinations**

#### Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the ages of one and seven must provide a statement from a physician assuring that the student was “risk-assessed” or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the student’s exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

### **Eye Examination**

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

### **Dental Examination**

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

### **Exemptions**

A student will be exempted from the above requirements for:

1. Medical grounds if the student’s parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student’s parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student’s parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or Dental examination requirement if the student’s parent/guardian shows an undue burden or a lack of access to a dentist.

## **Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

All medicines are to be delivered to school by an adult, and not sent with a student.

### **Self-Administration of Medication**

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

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

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

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

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### **Emergency Aid to Students**

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

### **Designated Caregiver Administration of Medical Cannabis**

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: 1 A school district may, but is not required, to adopt a policy on the maintenance of undesignated epinephrine injectors, undesignated asthma medication and undesignated opioid antagonists. Please consult district policy regarding these matters. Schools that maintain undesignated epinephrine auto-injectors, undesignated asthma medication or undesignated opioid antagonists must have parents complete the relevant portion of MSH 5.20-E1 (School Medication Authorization Form) or opt out of allowing school officials to administer an undesignated epinephrine auto-injector, undesignated asthma medication or undesignated opioid antagonist to their child.

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis. Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a

manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited.

The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

### **Illness During School**

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, open wound with drainage which cannot be contained in a dressing, incidence of diarrhea 2 or more times, unexplained rash or croup-like cough. Students with these illness symptoms should not attend school. If these symptoms occur while at school, the parent/guardian will be contacted and the student will be required to go home. In addition, any student who has symptoms of impetigo, pink eye, scabies, or ringworm will be sent home and should not attend school until they have been under treatment for 24 hours or have a written release from their physician stating they may return to school.

If the student has symptoms other than those already listed, the nurse, principal or designated school staff member will contact the parent/guardian to discuss the best course of action. No student may leave school during the day due to illness unless he/she has permission from the school office. **The student should be free of symptoms for 24 hours before returning to school.**

Any reasonable suspicion of communicable disease should be reported to the school nurse or principal immediately. This includes chickenpox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pink eye, ringworm scabies, lice, or unexplained rashes.

### **Safety Drill Procedures and Conduct**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## **Communicable Diseases**

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## **Head Lice**

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## **Discipline and Conduct**

### **General Building Conduct**

All students who arrive after 8:05 A.M. must report to the office for "sign in" and a tardy pass. Any student required to leave the building before dismissal time must report to the office with a parent (or authorized adult) who will sign the student out.

## **School Hours**

GRADES K-5 ... .. 8:05 A.M. - 2:35 P.M.

We insist that students NOT arrive before 7:30 a.m., unless arriving by bus. Supervision of students is NOT provided before 7:30 a.m. so students should not arrive before then. Students should immediately enter the building on arrival and go to the gym to sit with their classmates or to the cafeteria for breakfast. At 7:50 a.m., students are dismissed to go to their classrooms. The tardy bell rings at 8:05 a.m., classes begin at 8:05 a.m.

The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing of gum is not permitted in the school building.
- Skateboards are not permitted at school.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

## **General School Rules**

1. Walk on the sidewalks and inside the building at all times.
2. Treat other students with respect.
3. Proceed quietly and orderly in the building during class times.
4. Show respect for adults and listen to and follow their directions.
5. Respect the property of others and take good care of school property.
6. Use the restroom appropriately without “horseplay” or disturbing noises. Help keep them clean. Do not loiter there.
7. Know and obey all other school rules and procedures.

## **Playground Rules**

1. Stay in assigned areas. Do not leave the playground without permission from the adult in charge.
2. Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
3. Stop and listen when the whistle blows.
4. No food or drink on the playground.
5. Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
6. “Rough play” is not allowed. (ie. No tackle football, etc.)

7. Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
8. Line up promptly when the whistle is blown.
9. Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

#### **Indoor Recess Rules for the Classroom**

1. Walk directly from the classroom to the lunchroom.
2. No running or chasing in the classroom.
3. No throwing things, unless they are part of a teacher approved game.
4. No loud or rough play.
5. Put games away and be seated when time to get ready.

#### **Other General Rules**

1. Keep your hands, feet, and body to yourself. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
2. Use appropriate language. (No talking back, swearing, mean spirited teasing, name calling, etc.)
3. Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher's permission.
4. Any dangerous objects (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
5. Perfume, body sprays, and make-up should be applied at home, not school. No fake finger nails at school.

ALL TEACHERS EXPLAIN AND DISCUSS THESE RULES DURING THE FIRST WEEK OF SCHOOL. TEACHERS ALSO DISCUSS SAFETY AND EMERGENCY PROCEDURES DURING THE FIRST WEEK.

## **Damage to School Property**

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

Library books: If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

Textbooks: Cost as much as \$60 each when new.

Lockers: Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

## **School Dress Code / Student Appearance**

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. A closed toe shoe is best for all activities. Sandals, flip flops, and heels are not appropriate for physical education and recess.

- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

### **Student Behavior**

**Copies of all School District policies on student behavior are available online through the School District's website or in the school office.**

### **Prohibited Student Conduct**

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.

Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

Using, possessing, distributing, purchasing, selling or offering for sale:

1. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
2. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
3. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - a. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
  - b. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- c. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
  - d. 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.
  - e. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
  - f. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
  5. Using or possessing an electronic paging device.
  6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
  7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
  8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
  9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
  10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
  11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
  12. Engaging in teen dating violence.

13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;

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

### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

## **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

## **Corporal Punishment**

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

## **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

## **Gang & Gang Activity Prohibited**

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use

either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

### **Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Complaint Managers:

Tami Stice

211 W. State St.

Jacksonville, IL 62650

(217) 243-9411

[tstice@jsd117.org](mailto:tstice@jsd117.org)

Timothy Chipman

1700 S. West St.

Jacksonville, IL 62650

(217) 245-5514

[tchipman@jsd117.org](mailto:tchipman@jsd117.org)

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

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

## **Sexual Harassment & Teen Dating Violence Prohibited**

### **Sexual Harassment Prohibited**

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

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

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

### **Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

### **Making a Complaint; Enforcement**

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

**Nondiscrimination Coordinator:**

Tami Stice  
211 W. State St.  
Jacksonville, IL 62650  
(217) 243-9411; [tstice@jsd117.org](mailto:tstice@jsd117.org)

**Complaint Managers:**

Tami Stice  
211 W. State St.  
Jacksonville, IL 62650  
(217) 243-9411  
[tstice@jsd117.org](mailto:tstice@jsd117.org)

Timothy Chipman  
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[tchipman@jsd117.org](mailto:tchipman@jsd117.org)

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

**Field Trips**

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

## **Access to Student Social Networking Passwords & Websites**

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

## **Student Use of Electronic Devices**

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

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

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:<sup>2</sup>

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the

remainder of the school year. The student will also face consequences for insubordination.

4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

## **Internet, Technology & Publications**

### **Internet Acceptable Use**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Acceptable Use - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

A signed AUP must be on file for each User no later than 10 school days after the start of the school year. It is also understood that this document goes into effect beginning with the first day of school. The AUP is to be electronically acknowledged online during registration or upon entering as a new student to the district. **Users with no AUP on file after the 10th day will be denied access to the System.**

Privileges - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;

2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- 4.
5. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
6. Do not use the network in any way that would disrupt its use by other users.
7. Consider all communications and information accessible via the network to be private property.

No Warranties - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

Use of EMail – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care

should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

### **Guidelines for Student Distribution of Non-School Publications**

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
  - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
  - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
  - d. Is reasonably viewed as promoting illegal drug use; or
  - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.<sup>1</sup>

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

### **Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act<sup>1</sup>**

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information

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<sup>1</sup> Use the sample text below to provide notice to parents/guardians about educational technology vendors pursuant to the Student Online Personal Protection Act, 105 ILCS 85/28(e), added by P.A. 101-516, eff. 7-1-21. Beginning with the 2021-2022 school year, school districts must provide this notice to parents/guardians at the beginning of each school year through distribution of school handbooks or other means generally used by a district to provide such notices to parents/guardians.

- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

### **Search and Seizure**

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

#### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### Students Searches

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

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

### Seizure of Property

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

### Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

## **Special Education**

### **Education of Children with Disabilities**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Tim Chipman

217-245-5514

South Elementary School

### **Discipline of Students with Disabilities**

#### **Behavioral Interventions**

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

#### **Discipline of Special Education Students**

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

## **Access to Classroom for Special Education Observation or Evaluation**

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

For further information, please contact the school principal.

## **Related Service Logs<sup>2</sup>**

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.

## **Student Records & Privacy**

### **Student Privacy Protections**

#### **Surveys by Third Parties**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

#### **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

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<sup>2</sup> For children with an IEP, a school district must provide the parent/guardian information on related service logs within 20 school days from the beginning of the school year or upon establishment of an IEP. This information may be placed in the student handbook or provided to parents on an individualized basis.

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

### **Student Records**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

#### **1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35

per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

**2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript.<sup>3</sup>**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

**3. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate

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<sup>3</sup> This section is only applicable to high schools. The board, by policy, may allow scores received on college entrance examinations to be included on a student's academic transcript, if a request is made in writing by an eligible student or student's parent/guardian. If your district has a board policy on point, include this language in your handbook procedure.

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

#### **6. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

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

*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.*

**7. The right to request that military recruiters or institutions of higher learning not be granted access to your student’s information without your prior written consent.<sup>4</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students’ names, addresses, and telephone numbers, unless the student’s parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

**8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student’s temporary record which such individual may obtain through the exercise of any right secured under State law.**

**9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

### **Student Biometric Information**

Before collecting biometric information from students, the school must seek the permission of the student’s parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

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<sup>4</sup> This section is only applicable to high schools.

## **Parental Right Notifications**

### **Teacher Qualifications**

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification; and
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

### **Standardized Testing**

Students and parents/guardians should be aware that students in grades 3-5 will take standardized tests on Reading, Math and Science. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

### **Annual Academic Testing**

Each Year students take test designed to provide teachers and parents' information about their individual academic ability and achievement. The group results of some test are reported to the public.

IAR TEST-- These test, designed by the state to provide information about how well the students of a school are doing in various basic subjects, are given to students in grades 3, 4,

and 5 (both Reading & Math). PARCC tests are given in March. Individual results are sent to parents when available from the State of Illinois.

NWEA MAP Test - This is a computerized test that students take three times a year in the areas of reading and mathematics. This test is designed to show the levels that students are functioning in each subject area. This program is now being used K-12 District wide.

### **Homeless Child's Right to Education**

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

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

### **Sex Education Instruction**

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

### **Parent Involvement Compact (Title 1)**

The school annually has a meeting for all Parents/Guardians, which takes place at the September PTO meeting.

At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of

meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal at (217) 245-8720.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal at (217) 245-8720.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

## **School Improvement Process (SIP)**

In 1985 the Illinois Legislature passed the School Reform Act. That law along with related legislation passed in 1991 outlines a procedure to be followed for school improvement by all public schools in the state. This improvement process is to be repeated every year to ensure that 1) all students' needs are being met as much as possible and that 2) all students are learning. In essences, the plan focuses on 30 goals for learning in the areas of language arts, math, science, social science, fine arts, physical education, health and foreign language. These goals are referred to as the Illinois State Goals for Learning. There are Learning Standards for each of the State Goals and Learning Benchmarks which define progress at five grade or developmental levels for each Standard. Each school must align its curriculum to the State Goals and Learning Standards and then design and/or select a variety of assessments for determining how well the students at each grade level are measuring up to the targeted levels of expected performance.

Assessment results are analyzed and subgroups of students within each grade level are identified. A building based plan for improvement is developed based on this information. This process is repeated every year to ensure that the needs of all students are being met. A copy of the School Improvement Plan is available for viewing in the school office. Parents and the community will received information each year as to how well the students in each grade level are performing in relation to the mandated goals.

## **English Learners (EL)**

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact the building principal at (217) 245-8720.

## **RTI Response to Intervention**

Rtl is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students The goal of Rtl is to provide students with the help they need to be successful as early as possible in their school career.

**How does Rtl work?**

When a child begins to have some area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress\*\*. The child's progress is measured over time. If he/she makes acceptable progress the interventions may be discontinued (if sufficient progress is made) or continued (if the team feels the interventions are needed to help the student succeed). If the child continues to struggle then more intensive interventions may be tried.

\*\* This team - referred to as the "Student Assistance Program" or SAP - uses the insight and expertise of several different school staff members. SAP members contribute in different ways to the Rtl process: offering suggestions, gathering data, and communicating with other staff and/or parents. The SAP meets regularly to discuss and monitor student concerns.

### **What is the role of the Parent in RTI?**

Jacksonville School District #117 upholds the philosophy that parents are a child's first teachers as well as their lifetime coach. Therefore the Jacksonville school District greatly values the important role of the parent in the Rtl process.

When a is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student.

Parents provide insight into a child's learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

### **Accelerated Reader (AR)**

The South Elementary supports the Accelerated Reader Program in grades K - 5. After students read selected children's literature, they take a computerized test to earn points for rewards and incentives. Inside the cover are the reading level (L) and the point value (P) of that book. A list of AR requirements and incentives is sent home at the beginning of each year.

### **School Visitation Rights**

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic

meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

### **School Pictures**

Individual pictures are taken in the fall for student records. There are also pictures taken in the spring. Parents may purchase picture packages from a variety of options. Information is sent home several weeks ahead of the dates so that families can prepare accordingly.

### **Telephone Use and Messages**

Generally, students are allowed to call home only for urgent matters or with teacher permission. When your child comes to school in the morning, please be sure he/she knows what to do at dismissal. This avoids many problems. Should plans change during the day, please call the school before 2:00 P.M., so we have time to relay the message before dismissal. Students will be directed to their regular routine, (ie. ride bus, go to daycare) unless you inform us otherwise.

### **Change of Telephone Number or Address**

**If your home telephone number, work number, or emergency numbers change during the year, it is important that you notify the office immediately.**

### **Pesticide Application Notice**

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

### **Mandated Reporter**

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

### **Request for an Interpreter**

Families with hearing impaired members, or family members who speak a language other than English, may request an interpreter. South Elementary will provide interpreters for all South Elementary functions you wish to attend including parent/teacher conferences, PTO meetings, open houses, etc. PLEASE make the request three (3) weeks in advance, if possible.

### **Unsafe School - Transfer**

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent /guardian may request a transfer to another public school within the district.

### **Drug, Alcohol, and Tobacco Free Environment**

Jacksonville School District #117 policy requires all District #117 workplaces to be drug, alcohol, and tobacco free environments.

### **Leaving School without Permission**

If a student leaves the school building and grounds without permission, the police and parents/guardians will be notified immediately.

### **Sex Offender Notification Law**

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

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

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

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

A violation of this law is a Class 4 felony.

## **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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)**

**Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)**

**Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)**

## **Incentives & Rewards**

Incentives or rewards may be used to encourage students to do their very best. Students who demonstrate good citizenship, work habits, and appropriate behavior will be permitted to participate in specially planned activities throughout the year. These activities are privileges planned as rewards for students and therefore MUST BE EARNED. In addition, more frequent rewards may be planned throughout the year as school-wide or classroom incentives for reaching a class or building goal.

Our goal is that 100% of students will reach Excellent Viking Varsity status and earn the quarterly reward each quarter.

Additionally, South Vikings are Respectful, Responsible, and Safe! Help make South a GREAT place to learn.

## **CLASS DOJO**

All parents will be asked to subscribe to their child's class DOJO. DOJO is an app that allows the teacher to send a brief message to parents, while parents can see how their child is on a daily basis. For additional information, contact your child's teacher.

## **AWARDS CEREMONY**

An end-of-the-year assembly will be held to recognize building awards, memorials and other recognitions. This will take place on the last day of student attendance.

### **VIKING VARSITY**

Students in grades 3-5 who, on their report cards, earn no more than one B per quarter for four quarters in any academic year in the areas of Reading, Language, Math, Science, and Social Studies, will qualify for our honor roll called Viking Varsity. Students meeting these criteria receive High Honor Roll status.

### **SOUTH STARS**

Students in grades 3-5 who, on their report cards, earn a maximum of 3 “B’s” with no “C’s” per quarter for four quarters in any academic year in the areas of Reading, Language, Math, Science, and Social Studies, will qualify for our honor roll called South Stars.

### **KULKARNI-SMITH AWARD**

Each spring, a First grade student will be chosen to win this award. This award is based on citizenship and friendship. The student’s name and current school year will be inscribed on a plaque at the school. The recipient is chosen by the first grade teachers and is announced at the end of the year assembly.

### **AMANDA KAY BORMAN AWARD**

An award to honor the memory of Amanda Kay Borman, a Second grade student at South who died in 1984, has been established for an outstanding Second grader who excels in scholarship, citizenship, and kindness and consideration of fellow students. The student’s name and current school year will be inscribed on a plaque at the school. The recipient is chosen by the second grade teachers and is announced at the end of the year assembly.

### **ADAMS’ APPLE AWARD**

The Adams’ Apple Award is given to two students who best exemplify writing in the Third grade class. This award was established by Mrs. Jan Adams, a former teacher at South. The student’s name and current school year will be inscribed on a plaque at the school. The recipients are chosen by the third grade teachers and are announced at the end of the year assembly.

### **ROBBIE MCEVERS AWARD**

Each spring, teachers in Grade 4, along with the PE instructor, pick an outstanding Fourth grade student who excels in scholarship, citizenship, and athletic ability. The student’s name and current school year will be inscribed on a plaque at the school. The recipient is announced at the end of the year assembly.

## **NEAL BRAWNER AWARD**

Each spring, a Fifth grade student will be chosen to win this award. This award is based on citizenship, being kind to fellow students, being hardworking, and displaying good behavior. The student's name and current school year will be inscribed on a plaque at the school and awarded a special gift chosen and presented by Mrs. Patty Brawner. The recipient is announced at the 5<sup>th</sup> grade recognition. This award was established in 1996.

## **DR. AND MRS. LYNCH AWARD**

The Lynch Award is presented to the Fifth grade student who earns the most AR points by the end of the Fifth grade year. The student's name and school year are inscribed on a plaque at the school. The award is announced at the 5<sup>th</sup> grade recognition. This award was established by Dr. Ronald Lynch and Mrs. Kim Lynch, a former librarian at South.

## **Drop Off/Pick Up, Traffic Pattern, and Parking**

The traffic pattern, parking area, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by ...

- Pulling all the way down to the main entrance doors when dropping off in the morning. This reduces waiting time.
- Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
- Vehicles should not park in front of the building, This is part of the driveway possibly creating a dangerous situation.
- Observing and respecting the traffic pattern.
- Respecting crossing guards...they keep our children safe!
- Respecting SCHOOL ZONE SPEED LIMITS. Offenders are reported to local law enforcement.
- Obeying State Law regarding NO CELL PHONE USE. Offenders are reported to local law enforcement.
- Watching out for children at all times.

## **Students Who Walk to School**

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through people's yards.

At dismissal all walkers should use only the marked crosswalks.

### **Students Who Ride Bicycles**

- Should walk their bicycles on school grounds and across the supervised crossing areas
- Should NOT ride on the school sidewalks
- Should ride in the same direction as traffic staying to the side of the road
- Should not ride in the middle of the road or “criss-cross”
- Should obey traffic signs
- Bicycles should be paired in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- Skateboards and rollerblades should NOT be brought to school

### **Parking is not permitted in the front circle drive during arrival and dismissal times.**

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.- 8:05 A.M.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

Washington Elementary School  
Handbook  
Jacksonville School District #117  
2021-22



“Washington Wildcats: Leading and Learning Everyday”

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## Message from the Principal and Staff

Welcome to the 2021-22 School Year! Washington Elementary Principal, Mary Camerer and the staff would like to thank you for valuing your child's education. We look forward to providing your child the best academic and social experience that they can have as well as the ability to be a young leader. We are embedding leadership skills into our learning again this year by incorporating Stephen Covey's 7 Habits for students and staff.

### **Washington Elementary School's Vision:**

Our Vision is to provide a high quality education with an emphasis on respect, cultural understanding, and college or career preparedness while empowering students to be leaders.

### **Washington Elementary School's Mission:**

Washington Elementary: Leading and Learning Everyday!

We want to encourage all parents to get involved in their child's education by volunteering, assisting their child with homework and participating in Parent-Teacher Organization Meetings.

Please join us in welcoming a new year full of exciting learning opportunities!

Respectfully,

Mary Camerer

Washington Elementary Principal

# Introductory Information and General Notices

## General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 West State St.  
Jacksonville, IL 62650

The School Board governs the school district, and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mr. Steve Cantrell, Member  
Heather Leonard, Member  
Mr. Bob McBride, Member  
Mrs. Brenda Stewart, Member  
Mrs. Teresa Wilson, Secretary

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mr. Mike McGiles, Director of Operations  
Mrs. Kelly Zoellner, Director of the Curriculum  
Mary Camerer, Principal  
Alyson Karsgaard, Dean of Students  
Jody Albers, Administrative Assistant

The school is located and may be contacted at:

Washington Elementary School  
524 S. Kosciusko St.  
Jacksonville, IL 62650  
217-243-6711

## Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Mr. Mike McGiles at Central Office, 217-243-9411.

## Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## School Volunteers

All school volunteers must complete the “Volunteer Information Form” and go to the District 117 Homepage and complete the Secure Volunteer application and pay the fee. Volunteers must be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should not be brought to school. The office is unable to release addresses and phone numbers of students.

## Emergency School Closings

In cases of bad weather and other local emergencies, please check your e-mail, check for School Messenger message from the Superintendent, listen to a local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced by as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child’s safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

The school board adopted a “late-in” option for cold weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, Washington Elementary will open the doors at 9:30 and school will begin at 10:00 am. Dismissal will continue to be at 2:30. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

## Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

## Accommodating Individuals with Disabilities

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

## Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 243-6711.

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

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

## Care of Students with Diabetes

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

## Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

## Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## Attendance, Promotion & Graduation

### Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which

he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

## Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical safety or health or safety, attending a military honors funeral to sound TAPS<sup>1</sup>, or other reason as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

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

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at **217-243-6711** before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

## Release Time for Religious Instruction/Observance

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

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

## Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students will have two days to turn in work missed during the excused absence. Students who are unexcused from school will not be allowed to make up missed work.

## Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

## Exemption from PE Requirement [K8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.301.

Special activities in physical education will be provided for a student who's physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

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

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

## Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

## Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

## Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Barbie Davidsmeyer, Director of Special Services at 217-243-7402.

# Student Fees and Meal Costs

## Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
- 2.
3. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The building principal will give additional consideration where one or more of the following factors are present:

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

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

## School Breakfast & Lunch Program

All students at Washington Elementary receive free breakfast and free lunch.

Breakfast is served every school day from 7:30 a.m. to 7:45 a.m. Lunch is served every school day from 11 a.m. to 12:20 p.m., except when there is an 11 a.m. or earlier dismissal.

A student may purchase breakfast for \$1.25. Breakfast may be purchased on a weekly basis for \$6.25.

A student may bring a sack lunch from home or may purchase an extra school lunch for \$2.15 and/or extra milk for \$.40. Lunch may be purchased on a weekly basis for \$10.75.

Free or reduced price meals are available for qualifying students. For an application, contact the building principal.

## Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty

seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn at the Bus Garage.

## Bus Conduct

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

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

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

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

## Parking

The school has numerous locations available for school visitor parking.

Those dropping off and picking up children may do so in the front of the building in the a.m. and p.m. on Kosciusko Street during the following hours: 7:30 a.m. – 8:00 a.m. and 2:30 – 2:45 p.m.. You may also drop off your child at the crosswalk by the basketball courts on Fayette Street in the mornings from 7:30 a.m. to 7:50 a.m.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Only staff vehicles may enter the staff parking lot at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

# Health and Safety

## Immunization, Health, Eye and Dental Examinations

### **Required Health Examinations and Immunizations**

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

### **Required Health Examinations and Immunizations**

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with any other of the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and

a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.

### **Eye Examination**

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

### **Dental Examination**

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

### **Exemptions**

A student will be exempted from the above requirements for:

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

## **Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

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

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

### **Self-Administration of Medication**

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

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

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

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

### **Administration of Medical Cannabis**

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

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### **Emergency Aid to Students**

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

### **Designated Caregiver Administration of Medical Cannabis**

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: 1 A school district may, but is not required, to adopt a policy on the maintenance of undesignated epinephrine injectors, undesignated asthma medication and undesignated opioid antagonists. Please consult

district policy regarding these matters. Schools that maintain undesignated epinephrine auto-injectors, undesignated asthma medication or undesignated opioid antagonists must have parents complete the relevant portion of MSH 5.20-E1 (School Medication Authorization Form) or opt out of allowing school officials to administer an undesignated epinephrine auto-injector, undesignated asthma medication or undesignated opioid antagonist to their child.

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
  
2. Copies of the registry identification cards are provided to the District; and
  
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis. Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited.

The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

## Guidance & Counseling

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

## Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each

school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## Discipline and Conduct

### General Building Conduct

Students shall not arrive at school before 7:30 a.m. and morning meeting begins at 7:45 a.m. Classes begin at 8:00 a.m. and students are dismissed at 2:30 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing of gum is not permitted in the school building.

- Skateboards are not permitted at school.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

## School Dress Code / Student Appearance

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

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sun glasses 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.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

## Student Behavior

**Copies of all School District policies on student behavior are available online through the School District's website or in the school office.**

### Prohibited Student Conduct<sup>1</sup>

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
  - "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
  - 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.
  - Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

1. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
2. Using or possessing an electronic paging device.
3. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this

policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..

4. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
5. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
6. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
7. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
8. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
9. Engaging in teen dating violence.
10. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
11. Entering school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
13. Being absent without a recognized excuse.
14. Being involved with any public school fraternity, sorority, or secret society.
15. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
17. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
18. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

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

school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

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

### **Disciplinary Measures**

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), “look-alikes,” alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

### **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student’s behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

### **Corporal Punishment**

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

### **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

- (1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.
- (2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look-alikes” of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.

### **Gang & Gang Activity Prohibited**

“Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols;

commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

## **Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

**Complaint Managers:**

<b>Mr. Mike McGiles</b>	<b>Timothy Chipman</b>
516 Jordan St.	516 Jordan St.
Jacksonville, IL 62650	Jacksonville, IL 62650
217-243-9411	217-243-9411
<a href="mailto:mmcgiles@jsd117.org">mmcgiles@jsd117.org</a>	<a href="mailto:tchipman@jsd117.org">tchipman@jsd117.org</a>

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

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

## Sexual Harassment & Teen Dating Violence Prohibited

### Sexual Harassment Prohibited

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student’s academic status; or

2. Has the purpose or effect of:
  1. Substantially interfering with a student's educational environment
  2. Creating an intimidating, hostile, or offensive educational environment;
  3. Depriving a student of educational aid, benefits, services, or treatment; or
  4. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

**Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

**Making a Complaint; Enforcement:** Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

**Nondiscrimination Coordinator:**

**Steve Ptacek**

516 Jordan St.

Jacksonville, IL 62650

217-243-9411

[sptacek@jsd117.org](mailto:sptacek@jsd117.org)

**Complaint Managers:<sup>1</sup>**

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

## Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.

Misbehavior will result in disciplinary action in accordance to the school's disciplinary procedures.

## Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

## Access to Student Social Networking Passwords & Websites

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

## Student Use of Electronic Devices

**Editor's Note: This handbook procedure is an *alternative* to the language currently found in handbook procedure 6.30. It is designed for schools that want a more descriptive procedure on student use of electronic devices. This handbook procedure and handbook procedure 6.30 are fully aligned with the Illinois Association of School Board's PRESS service. Use of Electronic Devices**

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

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

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school and during the student's lunch period.<sup>1</sup>

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:<sup>2</sup>

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in

possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.

4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student’s parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

## Internet, Technology & Publications

### Internet Acceptable Use

All use of electronic network use must be consistent with the school’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;

8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of E-Mail** – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet “domain.” This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

## Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.

5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
  - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
  - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
  - d. Is reasonably viewed as promoting illegal drug use; or
  - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.<sup>1</sup>
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

## Search and Seizure

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### **Students Searches**

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

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required

to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

### **Seizure of Property**

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

### **Questioning of Students Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

## Special Education

### Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may

qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. For further information please contact: Mary Camerer, 217-243-6711, Washington Elementary School.

### **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.

## **Discipline of Students with Disabilities**

### **Behavioral Interventions**

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

### **Discipline of Special Education Students**

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

## **Access to Classroom for Special Education Observation or Evaluation**

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

For further information, please contact the school principal.

# Student Records & Privacy

## Student Privacy Protections

### Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

### Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

## Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff

member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

1.
  1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
  2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.<sup>1</sup>**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
  3. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
  4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and

maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school. Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>2</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and

telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**
9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

## Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## Parental Right Notifications

### Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification; and
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications. If you would like to receive any of this information, please contact the school office.

### Standardized Testing

Students and parents/guardians should be aware that students in grades 3-6 will take standardized tests on Math, English and Language Arts. Parents are encouraged to cooperate in preparing students for the standardized testing,

because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

## Homeless Child's Right to Education

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

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

Assistance and support for homeless families includes:

Educational organizations and schools:

Pre-schools and daycares.

Food bank and meal programs: The Salvation Army, Spirit of Faith Soup Kitchen and Foodbank.

Local service organizations (Goodwill, Salvation Army, etc.):

Family shelters:

Grace Methodist Church at the local Shelter.

Medical services:

Talk to Jody Albers, the Administrative Assistant in the office for this information

Other support:

## Sex Education Instruction

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

## Parent Involvement Compact (Title 1)

The school annually has a meeting for all Parents/Guardians, which takes place at a PTO Meeting in September at 6 pm, at Washington Elementary School Media Center.

At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

School programs, in addition to the standard educational curriculum, in which Parents/Guardians may wish to become involved include:

Contact:

Contact:

Contact:

Contact:

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;

3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to Barbie Davidsmeyer at 217-243-7402.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to Barbie Davidsmeyer at 217-243-7402.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

## English Learners

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact Mary Camerer, Principal at Washington Elementary at 217-243-6711.

## 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.

## Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Jody Albers, Administrative Assistant

Washington Elementary School

217-243-6711 or by e-mail at [jalbers@jsd117.org](mailto:jalbers@jsd117.org)

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

## Mandated Reporter

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

## Unsafe School - Transfer

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent /guardian may request a transfer to another public school within the district.

## Sex Offender Notification Law

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

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

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

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

A violation of this law is a Class 4 felony.

## Sex Offender & Violent Offender Community Notification Law

### 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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry,  
[www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders,  
[www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.

7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

### Annual Notice to Parents about Educational Technology

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases

- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

# Student Handbook Acknowledgment

Name of Student: \_\_\_\_\_

## **Student Acknowledgement and Pledge**

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **Parent/Guardian Acknowledgement**

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



**CONSENT ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Kelly Zoellner  
SUBJECT: Approval of Early Years Handbooks

---

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves Early Years Handbooks for the 2021-2022 school year as presented.

MOVED BY:

Seconded:

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____ STEWART	_____	_____ McBRIDE	_____
_____ BEARD	_____	_____ LEONARD	_____
_____ CANTRELL	_____	_____ WILSON	_____
_____ LONERGAN	_____		

Background Information:

No significant changes were made this year. The handbooks are updated annually with policies and recommendations from the Illinois Principals Association Model Student Handbook.

## Elementary Handbook updates

### Updates:

#### **1. Visitors**

Policy is updated to reflect additional information, including a prohibition on possessing or being under the influence of recreational cannabis while on school property. Other changes have been made to fully comply with changes PRESS.

#### **2. Home and Hospital Instruction**

This procedure has been updated. It delineates that a note from a doctor, physician assistant or advanced practice nurse is required for receipts of home or hospital instruction.

#### **3. Student Medication**

This procedure has been rewritten to reflect recent changes with respect to undesignated medication, self-administration of medication, medical cannabis, and other changes to PRESS.

#### **4. Student Behavior**

Amended procedure to specify that the discipline code applies during periods of remote learning and adds language relative to the new time-out and restraint requirements imposed by ISBE.

#### **5. Search and Seizure**

Updated to reflect changes in dealing with questioning of students by law enforcement to comply with PRESS.

#### **6. Student Records**

Routine updates to comply with PRESS

#### **7. School Visitation Rights**

This procedure is updated to clarify the intention of the School Visitation Rights Act. Specifically, parents can use the Act to attend their student's academic meetings and behavioral meetings.

### New additions to handbooks:

#### **1. Pandemic Preparedness; Management; and Recovery**

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the

local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

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11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.

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- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

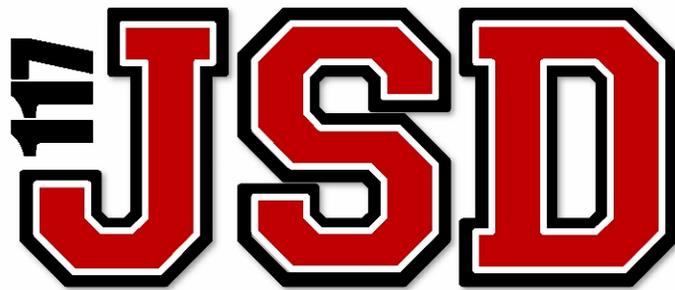
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- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians

Other activities that are for the use and benefit of the school district

### **3. Related Service Log**

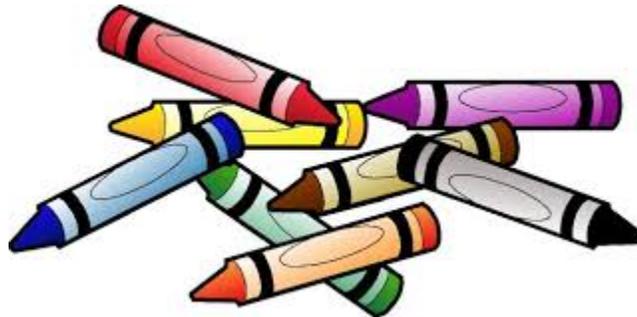
For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.



**RICH HISTORY, BRIGHT FUTURE**  
Jacksonville School District #117

**Early Years Program**  
**Birth-3 Prevention Initiative**

516 Jordan Street  
Jacksonville, IL 62650  
217-243-2876



**Parent Handbook**  
**2021 – 2022**

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Dear Parent/Guardian,

It is with great pleasure that we welcome you to the Early Years Program. We look forward to the opportunity to share in the educational development of your child.

We realize the importance of these early years in establishing a solid foundation for the future. Our focus is to provide a nurturing, quality learning experience for children emphasizing developmentally appropriate practice. We believe parents are their child's first teacher and we gladly partner with you! If you have any questions, feel free to call the school.

Early Years Staff

## General School District Information

This handbook is a summary of the program's rules and expectations, and is not a comprehensive statement of procedures. The School Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 West State Street  
Jacksonville, IL 62650  
(217) 243-9411

The School Board governs the school district, and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Steve Cantrell, Member  
Ms. Heather Leonard, Member  
Mr. Mike Lonergan, Vice-President  
Mr. Bob McBride, Member  
Ms. Brenda Stewart, Member  
Ms. Teresa Wilson, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mrs. Sarah English, Principal

The program is located and the Principal may be contacted at:

516 Jordan Street  
Jacksonville, IL 62650  
(217) 243-287

**Office Staff**

Sarah English – Principal of the Early Years Program  
Kelly Ballard – Program Coordinator/Instructional Leader  
Heather Walker – Secretary  
Mindi Armstrong – School Nurse  
Karla Evans – Custodian

**Birth to 3 Prevention Initiative Staff**

Toni Anderson – Home Visitor  
Maria Costello – Home Visitor  
Ann Erickson – Home Visitor  
Rosemary Grace – Home Visitor  
Brittany Peterson – Home Visitor  
Mary Steelman – Home Visitor  
Jennifer Williams – Home Visitor

**Preschool Staff**

Jessie Bonds – Preschool Teacher  
Amy Dufelmeier – Preschool Teacher  
Katie Hunter – Preschool Teacher  
Samantha Lomelino – Murrayville Preschool Teacher  
Maghen Mathews – Preschool Teacher  
Tanell Meado – Preschool Teacher  
Holly Saxer – Preschool Teacher  
Megan Venz – Preschool Teacher  
Sarah Wilson – Preschool Teacher

David Bergschneider – Teacher Assistant  
Melissa Bolino – Teacher Assistant  
Tiffany Burton – Teacher Assistant  
Camille Cockerill – Teacher Assistant  
Sarah Kokinias – Teacher Assistant  
Janet Jones – Teacher Assistant  
Amanda Tomhave – Teacher Assistant  
Camri Wainman – Teacher Assistant  
Rashelle Young – Teacher Assistant

Shelly Hannant – Parent Educator  
Rich Webb – Parent Educator  
Kayla Wright – Parent Educator

# **I. PROGRAM DESCRIPTION AND ENROLLMENT**

## **Mission**

The Early Years Program, with the participation of parents, caretakers, and community, will provide a nurturing, quality learning experience for children aged birth to 5, emphasizing developmentally appropriate practice.

## **Philosophy**

The Jacksonville School District #117 Early Years Program strives to promote the individual child's development through appropriate learning activities in a warm, nurturing environment. The Early Years Program believes that parents are the child's first teacher and we emphasize the important role that parents play in their child's education. Our staff respects the cultural and linguistic backgrounds of all children and their families by providing rich multicultural experiences and works to increase the understanding of diversity within the community.

## **Program Description**

The Early Years Program of Jacksonville School District #117 strives to promote the individual child's development through appropriate learning activities in a warm, nurturing environment. The curriculum will provide developmentally appropriate activities throughout each group encounter and during home visits. Our curriculum addresses the following 8 areas: child growth and development, including prenatal development; childbirth and childcare; child safety and injury prevention; family structure, function, and management; prenatal and postnatal care for mothers and infants; prevention of child abuse; interpersonal and family relationships including physical, mental, emotional, social, economic, and psychological; and parenting skills and development.

### **Parents:**

Our program emphasizes the important role parents play in their child's development and education. We encourage parents to be relaxed, creative, helpful, fun-loving, and rewarding teachers. If you are in need of services or just want to talk, feel free to stop in or call. If parents or caregivers have any concerns or problems with staff or program policies, they may call the office for assistance.

## **Programming for Children Under 3 Years Old**

The Prevention Initiative program serves children 0 to 3 years old and expectant mothers. Our program is designed to help families learn more about parenting, support their child's development, and help with the challenges of family life.

### **Our services for families include:**

- Personal Encounters – conducted by a Home Visitor to support families in their parenting role and provide child development information.
- Group Encounters – opportunities for families to come together and share activities as well as listen to guest speakers on relevant topics.
- Child Screening – developmental, vision, hearing, and social emotional screenings along with a health review that can identify potential developmental delays.
- Resource Network – connection to resources in the community based on the interests and needs of families.

Services are voluntary and there is no cost for participation.

### **Expectations for Participation:**

Home visiting services are most effective when parents, children, and Home Visitors work together to achieve common goals. Therefore, we request families:

- Be present for visits – if you need to cancel a visit or reschedule for a different day, please contact your Home Visitor at least 1 hour in advance.
- It is very important to reschedule any visits that you are unable to attend. Please contact your Home Visitor to set up a new time as soon as possible when you are forced to cancel an appointment.
- Turn off the television and silence your cell phone during home visits.
- Attend group encounters.
- Share what you have seen and know about your child at each visit and during screenings.
- Be an active partner in the program.
- Typically, our program services consist of weekly or biweekly home visits. However, we understand that situations can arise that temporarily require increased services. Please work with your Home Visitor as increased services may become necessary.

## **Program Application Process**

1. Families complete a confidential family history that helps determine placement in the program. Program qualifiers include income, parents' educational background, premature birth, problems with vision, hearing, or speech, single parent family, a history of school problems in the family, English Learners, homelessness, and/or other qualifiers.
2. Our program utilizes an individualized weighted criteria system to identify qualifiers for program placement. The program enrolls children identified as having the highest needs and ensures children with the highest needs are prioritized for enrollment through a selection process, which may include a waiting list. After a child is enrolled in the program, he or she must be allowed the opportunity to continue services for the duration of the program until he or she is preschool eligible. The family may voluntarily leave the program at any time.
3. Families are encouraged to:
  - Attend group encounters, parent workshops, and activities with the child throughout the school year
  - Be available for scheduled home visits
  - Be willing to continue learning activities in the home
  - Attend parent/child activities throughout the school year
4. Newsletters, fliers, and a monthly calendar will be provided, in your preferred language when needed. You can also preview the newsletter and calendar on the program website at <http://earlyyears.jsd117.org/>
5. Children served by Early Intervention and children in the Birth to 3 Program who qualify for services may transition into the Preschool For All program.

## II. HEALTH and SAFETY

### Required Documents

The following documents are required within 45 days (6 weeks) of enrollment in the program. Our program will provide assistance in obtaining these documents as needed.

1. Certified copy of the child's birth certificate
2. Copy of the child's most recent physical examination/well child check-up (will be updated every 6 months)
3. Copy of the child's immunizations
4. Proof of income

All students are required to present appropriate proof of a **health examination** and the **immunizations against, and screenings for, preventable communicable diseases within one year prior to:**

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade – **this includes students enrolling in a preschool program**

**Students between the age of 1 and 7 must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.**

### **Exemptions to Health Examination or Immunization Requirements:**

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification

## Vision/Hearing Screening

Program staff conducts a hearing screening using the OAE functional hearing screening or obtains a doctor's report on the child's hearing. The results of the OAE are shared with the family and documented on the screening form.

Program staff conducts a functional vision screening. The results are shared with the family and documented on the screening form.

The Early Years Program will refer children to other agencies as needed according to screening results.

## Illness

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, incidence of diarrhea 2 or more times, unexplained rash, or croup-like cough. Children and family members with these illness symptoms should not participate in home visits or group sessions.

In addition, any child or family member who has symptoms of impetigo, pinkeye, scabies, or ringworm should not participate in home visits or group sessions until they have been under treatment for 24 hours or have a written release from their physician. **The child should be free of symptoms for 24 hours before participation.**

**\*Because visits often occur in the home, illness in ANY member of the household is cause to conduct a visit virtually or reschedule. Please contact your home visitor to reschedule or set up a virtual visit.**

## Communicable Diseases

The Birth to 3 Program will observe recommendations of the Illinois Department of Public Health regarding communicable diseases. This includes chickenpox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pinkeye, ringworm, scabies, lice, or unexplained rashes.

1. Parents/Guardians should notify their Home Visitor if they suspect their child or a family member has a communicable disease.
2. In certain cases, children or family members with a communicable disease may be excluded from group sessions or home visits.

3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.

**\*Because visits often occur in the home, illness in ANY member of the household is cause to conduct a visit virtually or reschedule. Please contact your home visitor to reschedule or set up a virtual visit.**

### **Pandemic Preparedness: School Operations During a Pandemic or Other Health Emergency**

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

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Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

### **Drug, Alcohol, and Tobacco Free Environment**

According to Jacksonville School District #117 policy, all District #117 work places are a drug, alcohol, and tobacco free environment. The Early Years Program and its facilities are part of JSD #117.

## **III. INSTRUCTIONAL PROCEDURES**

### **Referral Procedures**

Children with identified areas of need according to screening results will be referred for a comprehensive screening at Four Rivers. When determined, children may receive speech services, for those students needing extra help in language development and/or articulation, or an Early Intervention therapist who may visit the home to support the area of need identified in the screening.

During the screening and developmental monitoring process all staff will make it a priority to identify children with possible delays and to refer those children to Early Intervention. Staff are trained to identify possible delays in children and to speak to parents about the development of their child. Staff will communicate with parents about the services Early Intervention can

provide and will explain and facilitate the referral and enrollment process. Staff will “come alongside” families as children enroll in EI or are co-enrolled in EI and PI.

### **Homeless Families**

The Early Years Program will prioritize services to those families who are homeless through the Individual Family Goal Plan and Eligibility Criteria Form. Community collaborations will be maintained with agencies who serve homeless families (New Directions, Salvation Army, etc.) so that the program can better recruit and serve homeless families. As staff “come alongside” families in completing their IFGP, goals will be set to support the acquisition of secure housing. Program staff will allow flexibility in the location of home visits and the provision of transportation as families acquire stable housing.

### **English Language Learners**

The Early Years Program supports and respects families from diverse ethnicities and who speak various languages. Google Translate, interpreters, and translation of documents will be utilized to support home visiting and group encounters for families. The child education environment and family events will reflect the cultures of the families enrolled.

### **Student Records**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

**1. The right to inspect and copy the student’s education records within 15 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

**2. The right to permit disclosure of personally identifiable information contained in the student’s education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by state or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student’s records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the

health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

**4. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

Name

Address

Gender

Grade level

Birth date and place

Parent/guardian names, addresses, electronic mail addresses, and telephone numbers

Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs

Academic awards, degrees, and honors

Information in relation to school-sponsored activities, organizations, and athletics

Major field of study

Period of Attendance in school

*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.*

**5. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

**6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605

## **IV. INTERNET, TECHNOLOGY AND PUBLICATIONS**

### **Internet Acceptable Use**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitation resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

**Acceptable Use** – Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** – The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;

7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying and defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** – The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** – The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account

and password confidential. Do not use another individual's account without written permission from that individual. Any user identified and a security risk may be denied access to the network.

**Vandalism** – Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and /or equipment or line costs.

**Copyright Web Publishing Rules** – Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of Email** – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an educational tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet “domain.” The domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district.

Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

## **V. MISCELLANEOUS**

### **School Closings**

The Early Years Program follows the JSD #117 schedule for holidays and vacations as well as early dismissal, emergency days, and 2 hour late start announcements. Occasional cancellation of home visits and group sessions will result from early dismissals or professional development.

When JSD #117 cancels school because of inclement weather or other emergencies, Early Years Program home visits and group sessions will also be cancelled. When a 2 hour late start is utilized, group sessions during that time will be cancelled and home visits will be rescheduled.

Families will be notified of cancellations and late starts via text message. This information will also be posted on the program website at <http://earlyyears.jsd117.org/> and our Facebook page (Jacksonville School District #117 – Early Years Program).

The following radio stations will announce school closings and late starts:

AM	WJIL	1550	FM	WEAI	107.1
AM	WLDS	1180	FM	WJVO	105.5

### **School Messenger System**

When it may be necessary to close schools or have a late start, the District will use the School Messenger System to place calls to home telephones, cell phones, and e-mail addresses as provided to the District. School Messenger is a school-to-parent notification service that allows the District to make one phone call, record a detailed voice message, and send the message immediately to all parents. It is very important that parents keep the school informed of any changes in their telephone number.

## **Chain of Command**

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns.

Steps:

1. In the event of a concern, a parent or community member should contact the Home Visitor who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue/concern was not remedied, they should contact the building Principal.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact Central Office.
4. If the issue/concern of the parent or community member still remains after the completion of Steps 1,2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

## **Accommodating Individuals with Disabilities**

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

## **Mandated Reporter**

All school personnel, including Home Visitors 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

## **Equal Opportunity and Sex Equity**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

## **Animals on School Property**

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## **Visitors**

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the Home Visitor or location they are visiting. Visitors are asked to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

## **Visitors to and Conduct on School Property**

Visitors are welcome on school property, provided their presence will not be disruptive. All visitors must first report to the main office. Any person wishing to speak with a staff member should contact the member by phone or email to make an appointment. Conferences with teachers are held, when possible, outside school hours.

The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a School Board member, sports official or coach, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface School District property;
4. Violate any Illinois law or town or county ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons;
7. Impede, delay, disrupt or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner);
8. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
9. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.

## **Confidentiality**

All Early Years Program staff are committed to maintaining the confidentiality of any information we receive about our families.

Our clients may see and hear things that are private when participating in group encounters or volunteering on our Parent Advisory Committee or Interagency Committee. We ask that you understand the importance of confidentiality.

What you SEE and HEAR in any school, classroom, hallway, bathroom, cafeteria, or at any site or activity the school participates in, should be considered confidential and only discussed or repeated to your Home Visitor or the Principal.

If you overhear a conversation between parents, children, staff, and/or administrators, do not repeat them. If you are concerned about what you have heard, talk to the Home Visitor or Principal.

Clients should not take the liberty to read documents or browse through folders brought in by home visitors, left in the office, on any desk, or in any filing cabinet.

**Parent Pledge** – In order to protect my own child, I agree to the following guidelines:

1. I will not discuss any child other than my own outside of the school and/or the classroom. To do so is to violate the 1972 Federal Rights Privacy Act.
2. I will not ask for confidential data about any family other than my own.
3. If I have a problem with something a Home Visitor does, I will talk to the Home Visitor privately. If I am unsatisfied, I can talk to the Principal about it.
4. I agree to these guidelines in order to protect my own child and family.

### **Video & Audio Monitoring Systems**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

### **Sex Offender Notification Law**

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

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

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

### **Violent Offender Community Notification**

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

You may find the Illinois Sex Offender Registry on the Illinois State Police’s website at: <http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police’s website at: <http://www.isp.state.il.us/cmvo/>.

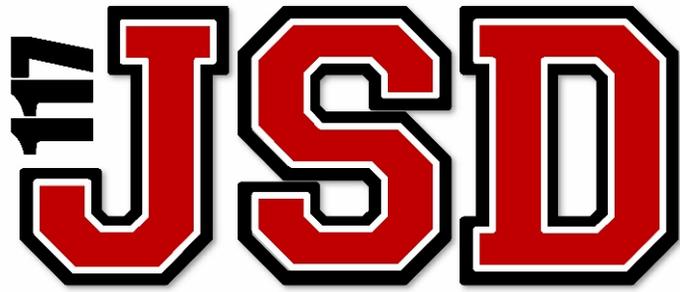
### **Transitioning into the Preschool for All Program**

1. Families receive a welcome brochure from the administrator.
2. At the screening, parents do a needs assessment and have a short introduction to Preschool for All. If a family is interested in another preschool program in the community, the Home Visitor will support them in obtaining information and enrolling in that program.
3. Families visit a Preschool for All classroom, meet the teacher, and see the surroundings.
4. Teachers schedule a visit with each family, explaining the Parent Handbook and the school calendar.
5. Preschool for All Registration and Open House activities answer questions and concerns.
6. Home Visitors assist parents in acquiring birth certificates, immunizations and physicals.
7. Prepare for bus transportation if needed.
8. Discussions with parents about separation anxiety.
9. Coordination with daycares for before and after school care.

10. Parents are encouraged to stay with an anxious child for an appropriate amount of time.

### **Recruitment Activities**

1. Word of mouth / drop-ins with existing clients and from location of program
2. Siblings
3. Prevention Initiative and Early Intervention programs
4. Agency referrals
5. Community Bulletin Boards
6. Fliers and Newsletters
7. Resource Fair
8. Screenings and Open House/Registrations
9. District website/Administrators/Parents
10. Program website and Facebook page
11. District Television Channel
12. Local businesses and social service agencies



**RICH HISTORY, BRIGHT FUTURE**

Jacksonville School District #117

# Early Years Program

Preschool for All

516 Jordan Street  
Jacksonville, IL 62650  
217-243-2876

Parent Handbook  
2021-2022



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Dear Parent/Guardian,

It is with great pleasure that we welcome you to the Early Years Program. We look forward to the upcoming school year and the opportunity to share in the educational development of your child.

We realize the importance of these early years in establishing a solid foundation for the future. Our focus is to provide a nurturing, quality learning experience for children emphasizing developmentally appropriate practice. We believe parents are their child's first teacher and we gladly partner with you! If you have any questions, feel free to call the school.

Early Years Staff

## **General School District Information**

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at:

211 West State Street  
Jacksonville, IL 62650  
243-9411

The School Board governs the school district, and is elected by the community. Current School Board members are:

Mr. Noel Beard, President  
Mr. Steve Cantrell, Member  
Ms. Heather Leonard, Member  
Mr. Mike Lonergan, Vice-President  
Mr. Bob McBride, Member  
Ms. Brenda Stewart, Member  
Ms. Teresa Wilson, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Ms. Sarah English, Principal

The school is located and the Principal may be contacted at:

516 Jordan Street  
Jacksonville, IL 62650  
(217) 243-2876

## **Office Staff**

Sarah English – Principal of the Early Years Program  
Heather Walker – Secretary  
Mindi Armstrong – School Nurse  
Karla Evans – Custodian

## **Preschool Staff**

Kelly Ballard – Instructional Leader  
Jessie Bonds – Preschool Teacher  
Amy Dufelmeier – Preschool Teacher  
Katie Hunter – Preschool Teacher  
Samantha Lomelino – Murrayville Teacher (Long-term Substitute)  
Maghen Matthews – Preschool Teacher  
Tanell Meado – Preschool Teacher  
Holly Saxer – Preschool Teacher  
Megan Venz – Preschool Teacher  
Sarah Wilson – Preschool Teacher

David Bergschneider – Teacher Assistant  
Melissa Bolino – Teacher Assistant  
Tiffany Burton – Teacher Assistant  
Camille Cockerill – Teacher Assistant  
Sarah Kokinias – Teacher Assistant  
Janet Jones – Teacher Assistant  
Amanda Tomhave – Teacher Assistant  
Camri Wainman – Teacher Assistant  
Shelle Young – Teacher Assistant

Shelly Hannant – Parent Educator  
Rich Webb – Parent Educator  
Kayla Wright – Parent Educator

## **Birth to 3 Prevention Initiative Staff**

Toni Anderson – Home Visitor  
Maria Costello – Home Visitor  
Ann Erickson – Home Visitor  
Rosemary Grace – Home Visitor  
Brittany Peterson – Home Visitor  
Mary Steelman – Home Visitor  
Jennifer Williams – Home Visitor

## **I. PROGRAM DESCRIPTION AND ENROLLMENT**

### **Mission**

The Early Years Program, with the participation of parents, caretakers and community, will provide a nurturing, quality learning experience for children aged birth to 5, emphasizing developmentally appropriate practice.

### **Philosophy**

The Jacksonville School District #117 Early Years Program strives to promote the individual child's development through appropriate learning activities in a warm, nurturing environment. The Early Years Program believes that parents are the child's first teacher and we emphasize the important role that parents play in their child's education. Our staff respects the cultural and linguistic backgrounds of all children and their families by providing rich multicultural experiences and works to increase the understanding of diversity within the community.

### **Program Description**

The Early Years Program of Jacksonville School District #117 strives to promote the individual child's development through appropriate learning activities in a warm, nurturing environment. The curriculum will provide developmentally appropriate activities throughout each class session and during home visits. Our curriculum addresses the following areas: social/emotional development, language arts, mathematics, science, social science, fine arts, physical development and health.

#### **Parents:**

Our program emphasizes the important role parents play in their child's education.

Because we believe that parents are the child's first teacher, we welcome parents to attend parenting sessions, field trips and make classroom visits. We encourage parents to be relaxed, creative, helpful, fun-loving and rewarding teachers. If you are in need of services or just want to talk, feel free to stop in or call. If parents or caregivers have any concerns or problem with staff or program policies, they may call the office for assistance.

## **Enrollment**

1. Children ages 3-5 are screened using the Speed DIAL. Children ages birth-3 are screened using the Brigance.
2. Parents complete a confidential family history that helps determine placement in the program. Program qualifiers include parents' educational background, premature birth, problems with vision, hearing, or speech, single parent family, a history of school problems in the family, English Learners, homelessness and/or other concerns.
3. Children served by Early Intervention and children in the birth-3 program who qualify for services may transition into the Preschool for All program.
4. Parents or guardians are encouraged to:
  - Attend parenting sessions and activities with the child
  - Be available for scheduled home visits
  - Be willing to continue learning activities in the home
  - Attend parent/child activities throughout the school year
5. Parent/Teacher conferences will be held in the fall with a report sent home in February and exit visits at the end of the school year.
6. A planned home visit will be held at the beginning of the school year or upon entry into the program and as needed throughout the year.
7. Newsletters, fliers and a monthly calendar will be sent home with your child, in your preferred language when needed. You can also preview the newsletter and calendar on the web site: <http://earlyyears.jsd117.org/>
8. Parents may call the Early Years Program regarding services for children under the age of 3.

## **Residency**

A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency.

Proof of residency can be established by providing school officials with the following:

### **Category I (one document required)**

- most recent property tax bill and proof of payment
- mortgage papers
- signed and dated lease with proof of the last month's payment
- letter from manager and proof of last month's payment
- letter of residence from landlord

**Category II** (two documents required)

- driver's license
- vehicle registration
- voter registration
- recent cable, electric, gas, or water bill
- public aid card
- current homeowners/renters insurance policy
- current library card
- receipt for moving van rental
- mail received at new residence

**Programming for Children Under 3 Years Old**

The Prevention Initiative program serves children 0 to 3 years old and expectant mothers. The program is designed to help families learn more about parenting, support your child's development, and help with the challenges of family life.

**Our services for your family include:**

- Personal Encounters – conducted by a parent educator to support you in your parenting role and provide child development information.
- Group Encounters – opportunities for families to come together and share activities as well as listening to guest speakers on relevant topics.
- Child screening – developmental, vision and hearing screenings along with a health review that can identify potential developmental delays.
- Resource network – connection to resources in the community based on the interests and needs of your family.
- Services are voluntary and there is no cost for participation.

**Expectations for Participation:**

Home visiting services are most effective when parents, children and parent educators work together to achieve common goals. Therefore, we request you:

- Be present for visits – if you need to cancel a visit or reschedule for a different day, please contact your parent educator at least 1 hour in advance.
- Turn off the television and silence your cell phone during home visits
- Attend group connections
- Share your observations of your child at each visit and during screenings
- Actively participate in the program

Contact the office to set up an appointment with one of our parent educators to see if you qualify for this program.

## II. ATTENDANCE, SCHEDULE AND TRANSPORTATION

### Attendance Policy

Children ARE expected to attend class. In the event of any absence, the student's parent or guardian is required to notify the school to explain the reason for the absence. Please call the office or bus garage **30 minutes** before your child is to be picked up by the bus so the driver can be notified. Placement in the program can depend on attendance. Program staff will contact you about chronic absences to determine the cause.

### Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Principal. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the Principal. If the student has a condition or injury that requires exemption from outdoor and/or indoor gross motor time on an ongoing basis, a doctor's note detailing the reason for exemption will be required.

The school may require documentation explaining the reason for the student's absence. In the event of any absence, the student's parent or guardian is required to call the school at 243-2876 before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

### Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted.

### Release Time for Religious Instruction/Observance

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

## Program Schedule

All preschool classes meet five days a week unless otherwise noted on the calendar. Below lists the hours for each session/site.

Full day classes meet from 8:00 a.m. until 2:30 p.m.

Half day classes meet from 8:00 a.m. until 10:45 a.m. or 11:45 a.m. until 2:30 p.m.

Before school child care is available upon approval by the Principal. This begins at 7:30 a.m. in the Gym. If you have a special circumstance that requires before school care for a short period of time (1 day, week, etc.), please call the office to make arrangements.

Murrayville class meets from 9:00 a.m. until 11:30 a.m.

## Arrival and Dismissal

Parent/visitor parking is allowed in the west lot. There is no parking allowed in front of the school on Jordan Street from 7:15 a.m. – 8:30 a.m. or from 2:00 p.m. – 2:45 p.m. to ensure the safety of our students and to avoid blocking traffic. The east lot is for staff parking and loading and unloading of buses only.

The main door at the front of the building on Jordan Street is the only entrance and exit to be used by families and children or any other visitors to Early Years.

Before school care begins at 7:30 a.m. If you are bringing your child to Early Years by car, **walk** them to the Gym before 7:55 and leave your child with an aide. From 8:00 to 8:35 take them to their classroom. After 8:35 you must sign students in at the office. For afternoon classes, if after 12:00 p.m., you must sign them in at the office.

Be sure that your child is never left alone and walk them to the Gym or the classroom door. Parents bringing children to PM classes will need to be buzzed in and wait with their child in the foyer.

All buildings are locked for student safety. The Early Years building is locked after 8:35 a.m. and will remain locked for the rest of the day. Visitors (including parents and caregivers) must check-in at the office, if after 8:35 for full day/morning classes or 12:00 for afternoon classes, to receive a pass before being welcomed into the classroom.

Your child must arrive by 9:30 (a.m. students), 10:00 (full day students) or before 1:00 (p.m. students) to be admitted into school for the day. If your child is enrolled in a full day class, you **MUST** call the office before 9:00 a.m. to let the staff know your child will be late so that a lunch can be ordered. If you do not call by 9:00 a.m., you may be required to bring a nutritious lunch for your child. **It is very important to call the office and request a lunch if your child will be tardy.**

At dismissal, children will be released to the parent by the teacher or assistant. For safety reasons, you must walk up to receive your child; we will not send them to you. Weather permitting, children will be in their designated class area in front of the school for pickup. In the case of inclement weather, students may be picked up in the Gym.

Dismissal times for half day are 10:45 a.m. *or* 2:30 p.m. Full day dismissal is 2:30 p.m. Murrayville dismissal is 11:30 a.m. You must pick up your child by this time.

Please check the *Release for Pickup* to update the names of people picking up your child. Identity verification, such as a driver's license, may be needed.

Arrival and dismissal times are good opportunities to share communication with your child's teacher and classroom parent educator. Also feel free to call the office for any concerns or information.

### Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. Parents must, at the beginning of the school year, select one bus pick up address at which a student is to be picked up, and one drop off address at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

In the interest of student safety, the following expectations are to be observed:

1. A responsible adult will be waiting with your child at the bus stop.
2. If your child will not need transportation, be sure to call the school at 243-2876, **early enough (30-45 minutes before pick-up time) to cancel the bus.**
3. Do not send food or drink on the bus.
4. Remind your child to remain seated with their seat belts buckled and use a quiet voice.
5. When your child returns to the bus stop, the driver will not allow your child to exit the bus unless the designated, responsible adult is present on the same side of the road as the exit from the bus.
6. If you have a different adult picking up your child than normal you will need to contact the school to notify them of the change and inform the adult to bring a photo id with them so the bus driver can verify the information. The school will inform the bus driver of the change.

7. If you miss pickup/take home 2 times and neglect to call the office with a reason, your child may be denied busing privileges. Continued failure to meet the bus will result in the child losing transportation services.
8. If you need a change in transportation, please notify the Secretary in the school office.
9. When School District #117 cancels school because of inclement weather or other emergencies, Early Years classes will also be cancelled. The following stations will announce school closings:

AM	WJIL	1550	FM	WEAI	107.1
AM	WLDS	1180	FM	WJVO	105.5

10. If it becomes necessary to run emergency bus snow routes in the rural areas, the emergency routing will be in effect for both pick-up and take home runs. The designated adult NEEDS to be at the emergency stop to pick up the child.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

### **School Closings**

Jacksonville Early Years Program follows the District #117 schedule for holidays and vacations as well as early dismissal and emergency day announcements. Occasional days of non-attendance will result from early dismissals or staff development. Check your child’s classroom newsletters and monthly calendars for this information.

### **Late-In Schedule**

The school board adopted a “late-in” option for cold weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, Before School Care will begin at 9:30 and school will begin at 10:00. Dismissal will continue to be at 2:30. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

### **School Messenger System**

When it may be necessary to close schools or have a late start, the District will use the School Messenger System to place calls to home telephones, cell phones, and e-mail addresses as provided to the District. School Messenger is a school-to-parent notification service that allows the District to make one phone call, record a detailed voice message, and send the message immediately to all parents. It is very important that parents keep the school informed of any changes in their telephone number.

### **III. BEHAVIORAL EXPECTATIONS**

#### **Student Behavior**

Copies of all School District policies on student behavior are available online through the School District's website or in the school office.

Teaching staff help children manage their behavior by guiding and supporting children to play cooperatively with other children, use language to communicate needs, gain control of physical impulses, use problem-solving techniques, persist when frustrated and learn turn-taking. When teaching staff respond to a child's challenging behavior, the following strategies are used:

- provide for the safety of the child and for the safety of others in the classroom
- stay calm
- are respectful to the child
- provide the child with information on acceptable behavior.

#### **Student Expulsion**

Schools cannot expel preschool students for exhibiting challenging behavior.

Instead, these schools must use other methods to better help the student:

- Use community resources to help the student;
- Document the steps taken to ensure that the student can safely participate in the preschool program;
- Create a transition plan, if necessary, for the student's well-being;
- Move the student to a different program

If the student is a serious safety threat to other students, the school may temporarily remove them from group settings. Under the Illinois preschool expulsion law, the school must help the student return back to group settings as quickly as possible.

Throughout these processes, the school must communicate with the student's parents or guardians.

#### **Isolated Time Out, Time Out and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

#### **Corporal Punishment**

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

## School Dress Code/Student Appearance

We encourage you to dress your children in play clothes. We paint, glue, run, and jump both inside and outside. Children need soft soled shoes and comfortable clothes that are easy for the child to manage. Students are encouraged to be neat, clean, and to wear clothes which will not draw attention to themselves. Some types of clothing are inappropriate for school. Among those are shirts with inappropriate printing or pictures including weapons or something of a violent or scary nature. Parents are asked to exercise good judgment in the kinds of clothing they allow their child to wear to school. An extra set of clothes, including underwear and socks should always be available at school for your child.

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

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

## Dressing for the Cold

During the winter months, students should wear heavier clothing, including hats, gloves and coats. Our schools keep thermostats set a little lower to conserve fuel so please send your child in layered clothing. Classrooms go outside to play each day “weather permitting.” The definition of “weather permitting” in Illinois means temperatures between 25 and 90 degrees, taking into consideration the wind chill and heat index. For example, if the temperature is 30 degrees, but 18 with the wind chill factored in, it is not expected that the children will have outdoor play time.

## **Search and Seizure**

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

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

### **Students**

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district’s student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction.

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

### **Seizure of Property**

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

### **Questioning of Students Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student’s parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student’s parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

## **Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

## **Complaint Managers:**

Mike McGiles  
211 West State Street  
Jacksonville, IL 62650  
243-9411

Tim Chipman  
1700 South West Street  
Jacksonville, IL 62650 (217)  
(217) 245-5514

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

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

## **IV. MEALS and SNACK**

### **Meals**

Children attending the Early Years Program full day/morning session may eat breakfast consisting of items that follow the USDA guidelines.

Children attending the full day program will receive a school lunch. Children can bring a nutritious sack lunch if preferred and your child may purchase a milk for lunch for \$.40. **Soda is not permitted.**

There is currently no charge for breakfast or lunch at the Early Years Program.

### **Soda at School**

Schools in Illinois may not sell soda to students during the school day. We encourage families to have their children drink nutritious milk at school. If you are sending an alternate drink with your child for lunch, please choose juice, yogurt drinks, or water. Beverages should not be sent in glass containers for obvious reasons.

### **Snack**

Snack includes a state regulated nutritious food and a drink. Teaching staff sit with the children during snack and engage them in conversations/topics of the day. You are welcome to send a snack for your child to share. Snacks must be purchased at the store. It is the policy of our school district that no food prepared in the home is served at school. Special treats on birthdays and holidays are welcome. Please let your child's teacher know in advance that you are bringing a treat.

## **Students with Food Allergies**

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the Principal at 217-243-2876.

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

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means. *If your child has a food allergy that requires a substitution or other special care, a Physician Statement for Food Substitution form must be completed and signed by their doctor and turned in to the program office. Copies of this form are available from the office upon request.*

## **V. INSTRUCTIONAL PROCEDURES**

### **Staff/Child Ratio:**

According to Illinois statute, the staff/child ratio may not exceed one (1) adult to ten (10) children and no more than twenty (20) children served in a classroom.

### **Curriculum**

The Creative Curriculum for Preschool is the curriculum used at the Early Years Program.

### **Curriculum Goals**

The Early Years Program has the following goals:

1. With teacher assistance, children ages 3, 4, 5 will write own first name using appropriate upper/lowercase letters (5.A.ECc)
2. Children ages 3, 4, 5 will recognize and name some upper/lowercase letters of the alphabet, especially those in own name. (4.B.ECb)
3. Children ages 3, 4, 5 will begin to understand and follow rules

(30.A.ECd)

4. Children ages 3, 4, 5 will use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns (31.B.ECc)
5. Children ages 3, 4, 5 will verbally recite numbers from 1 to 10. (6.A.ECf)

### **Assessment**

Assessment will not necessarily be performance based, but when possible informal by observation.

- Teaching Strategies GOLD documentation in the following areas:  
Language and Literacy, Math, Science, Social Science and Fine Arts,  
Physical Development and Health, ESL (when appropriate) and Social  
Emotional
- JSD 117 District/Pre-K Checklist
- Narrative Summary Report
- Progress Report and writing sample

### **Parent-Teacher Conferences**

Parent-Teacher conferences are scheduled for all parents in October and February. A third conference day in May will also be held if requested by the teacher or parent. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for the parent-teacher conferences:

1. To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
2. To enable parents and teachers to discuss the child's progress at home and at school.
3. To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

### **Special Needs**

Children with special learning needs will be referred for a comprehensive screening at Four Rivers. When determined, children may receive speech services, for those students needing extra help in language development and/or articulation, or a special education inclusion support teacher present in the classroom. An Individualized Education Plan (IEP) will be developed for these children with parent and specialist input.

The district policy is as follows:

### **Education of Children with Disabilities**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

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The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Sarah English  
217-243-2876  
The Early Years Program

### **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.

### **Discipline of Students with Disabilities**

#### **Behavioral Interventions**

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

#### **Discipline of Special Education Students**

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

### **Access to Classroom for Special Education Observation or Evaluation**

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings.

This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. For further information, please contact the Principal.

### **Homeless Child’s Right to Education**

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

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

Other resources may be available to homeless children. To learn more about these resources, parents should contact the school at 243-2876 or contact Central Office at 243-9411.

### **English Learners**

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child’s placement in, and information about, the District’s English Learners programs.

For questions related to this program or to express input in the school’s English Learners program, contact the Principal.

### **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.

### **Lost and Found**

Please label your personal items, especially lunch boxes, book bags and coats. Lost items are placed in the lost and found box located in the foyer for several days. Remaining articles are given to Goodwill in the summer.

## **School Pictures**

Individual pictures are taken in the fall for student records. Parents may purchase picture packages from a variety of options. Information is sent home in September.

## **Telephone Use and Messages**

Generally, students are allowed to call home only for urgent matters or with teacher permission. When your child comes to school in the morning, please be sure he/she knows what to do at dismissal and that the teacher knows what your young child is to do at dismissal. This avoids many problems. Should plans change during the day, please call the school before 2:00 P.M., so we have time to relay the message before dismissal. **Students will be directed to their regular routine, (ie. ride bus, go to daycare) unless you inform us otherwise.**

## **Change of Telephone Number or Address**

**If your home telephone number, work number, or emergency numbers change during the year, it is important that you notify the office immediately.**

## **Hearing Impaired: Request for an Interpreter**

Families with hearing impaired members may request an interpreter. Early Years will provide interpreters for all Early Years functions you wish to attend including parent/teacher conferences, PTAC meetings, open houses, etc. PLEASE make the request three (3) weeks in advance, if possible.

## **ClassDojo and Teaching Strategies GOLD**

All parents will be asked to subscribe to their child's class ClassDojo & Teaching Strategies GOLD (TSG). ClassDojo and TSG are apps that allow the teacher to send a brief message to parents, while parents can see how their child is doing on standards assessed in the classroom through notes and photographs. For additional information, contact your child's teacher.

## **Field Trips**

Various field trips, that parents are encouraged to attend, may be planned throughout the year by the program staff. When needed, children enrolled in the program will be transported by a district bus. Families who attend with children under age 3, will need to be transported by car in a child safety seat. School aged children cannot attend daytime events.

Teaching staff will have a communication device and first aid kit on each trip.

## Toileting

For children who are unable to use the toilet consistently, the staff will check the student every 2 hours for signs of soiling. If a child is found to be wet or soiled, the student is changed using a commercially available pull-up. Clothing that is soiled is immediately placed inside a red plastic bag (without rinsing or handling) and sent home that day for laundering. If the child rides the bus, the parent or caregiver will be called to pick up the red bag within 24 hours. If it is not picked up within 24 hours, the red bag will be discarded. Changing areas are disinfected with bleach water and are not used for placement of objects, food, etc.

## Student Teachers

Colleges and Universities may have student teachers and student tutors working in our buildings over the next school year. Student teachers are offered the opportunity to participate in and instruct in as many phases of the educational program as possible, but the supervising teacher makes certain that such participation and instruction is of value to the students being taught.

## School Improvement Process (SIP)

In 1985 the Illinois Legislature passed the School Reform Act. That law along with related legislation passed in 1991 outlines a procedure to be followed for school improvement by all public schools in the state. This improvement process is to be repeated every year to ensure that 1) all students' needs are being met as much as possible and that 2) all students are learning. In essence, the plan focuses on 30 goals for learning in the areas of language arts, math, science, social science, fine arts, physical education, health and foreign language. These goals are referred to as the Illinois State Goals for Learning. There are Learning Standards for each of the State Goals and Learning Benchmarks which define progress at five grade or developmental levels for each Standard. Each school must align its curriculum to the State Goals and Learning Standards and then design and/or select a variety of assessments for determining how well the students at each grade level are measuring up to the targeted levels of expected performance.

Assessment results are analyzed and subgroups of students within each grade level are identified. A building based plan for improvement is developed based on this information. This process is repeated every year to ensure that the needs of all students are being met. A copy of the School Improvement Plan is available for viewing in the school office. Parents and the community will receive information each year as to how well the students in each grade level are performing in relation to the mandated goals.

## RTI Response to Intervention

RtI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. **The goal of RtI is to provide students with the help they need to be successful as early as possible in their school career.**

### **How does RtI work?**

When a child begins to have some area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs,

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consider other interventions, and outline a method to carefully monitor the child's progress\*\*. The child's progress is measured over time. If he/she makes acceptable progress the interventions may be discontinued (if sufficient progress is made) or continued (if the team feels the interventions are needed to help the student succeed). If the child continues to struggle then more intensive interventions may be tried.

\*\* This team - referred to as the "Student Assistance Program" or SAP - uses the insight and expertise of several different school staff members. SAP members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and/or parents. The SAP meets regularly to discuss and monitor student concerns.

### **What is the role of the Parent in RTI?**

Jacksonville School District #117 upholds the philosophy that parents are a child's first teachers as well as their lifetime coach. Therefore the Jacksonville school District greatly values the important role of the parent in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student.

Parents provide insight into a child's learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

## **Student Records & Privacy**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

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

- 1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access.<sup>433</sup>

The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.<sup>1</sup>**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian.

Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school. Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>2</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

## Student Privacy Protections

### Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

### Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.

2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

## **Student Biometric Information**

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

## **Parental Right Notifications**

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office

## **VI. HEALTH and SAFETY**

### **Required Health Examinations and Immunizations**

All students are required to present appropriate proof of a **health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:**

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade - **this includes students enrolling in a preschool program**

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required).

**Students between the age of one and seven must provide a statement from a physician assuring that the student was “risk-assessed” or screened for lead poisoning.**

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

**All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.**

### **Exemptions**

A student will be exempted from the above requirements for:

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

## School Nurse

A registered nurse is assigned to every school. The time frame the nurse is in the building will vary from year to year. Typically, the nurse will be present 4 hours a day. The nurse's office is responsible for medication administration required at school, care of students with acute illness and care of students who have first aid needs. The nurse will provide comfort measures as available.

## Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All Early Years students should have a copy of their birth certificate in their permanent files.

## Vision/Hearing Screening

Each fall and spring the Morgan County Health Department conducts vision and hearing screenings. If your child fails either of these screenings, you will be notified by the Health Department. Please be sure to follow up on recommendations.

## Dental Examination

Each fall your child will have the opportunity to receive a dental exam provided you have turned in the permission form. The results will be sent home with your child and please be sure to follow up on any recommendations.

## Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

## School Medication Authorization

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication/Treatment Authorization Form" is submitted by the student's parent/guardian. This form shall be completed annually, and shall be on file at the school building in which the child attends. This form shall be filed prior to

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dispensation of any medication to a student and the form shall specify the times at which the medication must be dispensed and the appropriate dosage. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

### **Self-Administration of Medication**

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

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

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

The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

### **Care of Students with Diabetes**

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the Principal.

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications.<sup>439</sup> Students and their parents/guardians should consult their own physician regarding these medication(s).

## **Emergency Aid to Students**

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

## **Designated Caregiver Administration of Medical Cannabis**

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: 1 A school district may, but is not required, to adopt a policy on the maintenance of undesignated epinephrine injectors, undesignated asthma medication and undesignated opioid antagonists. Please consult district policy regarding these matters. Schools that maintain undesignated epinephrine auto-injectors, undesignated asthma medication or undesignated opioid antagonists must have parents complete the relevant portion of MSH 5.20-E1 (School Medication Authorization Form) or opt out of allowing school officials to administer an undesignated epinephrine auto-injector, undesignated asthma medication or undesignated opioid antagonist to their child.

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis. Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited.

The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

## **Administration of Medical Cannabis**

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

## **Personnel Authorized to Administer Medication**

1. All student medication shall be left in the school office or with the nurse unless otherwise authorized by the Principal. If there is no school nurse in the building, the medication shall be given to the person designated by the Principal. Medicine should be kept in a secure place.
2. All medication shall be in the original container and be clearly marked with the student's name, doctor's name, contents and dosage.
3. All student medication will be administered by a school nurse, the Principal or his/her designee.
4. A record shall be kept of all medication dispensed by school personnel to students specifying the time of dispensation, dosage and supervising personnel.
5. When appropriate, the Principal may request parent(s)/guardian(s) to come to school to administer medication or aid.

## **Medication on Field Trips**

1. Parents of students who require medication on field trips shall provide the certified school personnel responsible for the field trip with a copy of the school medical authorization described above.
2. If medication in addition to that described above is needed, an additional authorization form shall be provided prior to the field trip.
3. The following instructions shall appear on all parental permission forms required for field trips and outdoor education experiences:

All medication to be administered by school personnel or by student during this field trip or school-related activity shall be clearly marked with:

Student's name

Medication name/dosage

Administration route and/or other directions

## **Pandemic Preparedness: School Operations During a Pandemic or Other Health Emergency**

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health

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department, emergency management agencies, and/or Regional Office of Education.

2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

### **Communicable Diseases**

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## Illness

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, open wound with drainage which cannot be contained in a dressing, incidence of diarrhea 2 or more times, unexplained rash or croup-like cough. Students with these illness symptoms should not attend school. If these symptoms occur while at school, the parent/guardian will be contacted and the student will be required to go home.

In addition, any student who has symptoms of impetigo, pinkeye, scabies, or ringworm will be sent home and should not attend school until they have been under treatment for 24 hours or have a written release from their physician stating they may return to school.

If the student has symptoms other than those already listed, the nurse, principal or designated school staff member will contact the parent/guardian to discuss the best course of action. No student may leave school during the day due to illness unless he/she has permission from the school office. **The student should be free of symptoms for 24 hours before returning to school.**

Any reasonable suspicion of communicable disease should be reported to the school nurse or principal immediately. This includes chickenpox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pink eye, ringworm, scabies, lice, or unexplained rashes.

Children who are ill will be excluded from the group in a separate space and will be kept until a caregiver arrives. In case of severe illness, the child will be kept in the office. **It is important for parents to provide current, working phone numbers for themselves and their emergency contacts and to keep those numbers updated throughout the school year. We MUST be able to contact someone if your child is ill or in case of emergency.**

## Exemptions to Outdoor Play and Learning

Outdoor play and learning is a vital part of our educational program. This is where children build skills in the Physical Domain of development such as balancing, pedaling, hopping, and skipping. Because of the educational and developmental value of this outdoor time, all students will be expected to go outdoors, weather permitting. The definition of “weather permitting” in Illinois means temperatures between 25 and 90 degrees, taking into consideration the wind chill and heat index. **Therefore, if your child cannot go outside, a note detailing the reason for exemption from outdoor play and signed by your child’s doctor will be required.**

## Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student’s home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student’s individualized education program.

For information on home or hospital instruction, contact: Barbie Davidsmeyer, Director of Special Services at 217-243-7402.

### **Head Lice**

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse, Principal, or other designated individual and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

### **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

### **Safety Drill Procedures and Conduct**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

### **Drug, Alcohol and Tobacco Free Environment**

According to Jacksonville School District 117 policy, all District 117 work places are a drug, alcohol, and tobacco free environment.

## **Release for Pick Up & Emergency Contacts**

Emergency Contact and Release for Pick Up information for each student is to be completed online in Skyward during registration or before a child begins attending Early Years. Parents/guardians must notify the Early Years Program staff of changes needed to this information. It is recommended that these changes are made by requesting a Release for Pick-Up – Change/Update form from the Office. This form will be sent home within one school day of the request. The parent/guardian must complete the form and return it to school in order for the changes to be made and approved in our system. We understand that there are times involving special circumstances in which a change to release for pick up information needs to be done more immediately. These changes can be made through a phone call, email, or electronic message to Early Years staff stating the effective date of the changes and the full name and relationship of the individual being added or removed from the release for pick up list. A form may still be sent home in this scenario for documentation purposes.

## **VII. INTERNET, TECHNOLOGY AND PUBLICATIONS**

### **Internet Acceptable Use**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;

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8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

**Use of Email** – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district’s Internet gateway carry with them an identification of the user’s Internet “domain.” The domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
5. Use of the School District’s email system constitutes consent to these regulations.

### **Annual Notice to Parents About Educational Technology**

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois’ Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

## **VIII. MISCELLANEOUS**

### **Chain of Command**

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue/concern was not

remedied, they should contact the building Principal, Director of the program, or the Athletic Director.

3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue/concern warrants yet further discussion, the parent or community should then contact Central Office.
4. If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

### **Accommodating Individuals with Disabilities**

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

### **Pesticide Application Notice**

Notification will be given before application of the pesticide on Skyward as well as the district calendar. Prior notice is not required if there is imminent threat to health or property.

### **Mandated Reporter**

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

### **Equal Opportunity and Sex Equity**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact Tami Stice, Human Resources (217)243-9411.

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## **Cleaning**

The program follows a routine frequency of cleaning and sanitizing all surfaces in the facility. Sprays, air fresheners and deodorizers are not used in the classrooms nor stored in the custodial closets. Ventilation and sanitization are used to control odors. Children who suffer from allergies or other special health needs are assessed by a school nurse and parent or caretaker concerning any special maintained areas or procedures needed for that child.

## **Invitations & Gifts**

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home or delivered outside of the school day. The office is unable to release addresses and phone numbers of students.

## **Animals on School Property**

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## **Visitors**

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

## **Visitors to and Conduct on School Property**

Visitors are welcome on school property, provided their presence will not be disruptive. All visitors must first report to the main office. Any person wishing to speak with a staff member should contact the staff member by phone or email to make an appointment. Conferences with teachers are held, when possible, outside school hours. The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

## **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. Letters verifying participation in this program are available from the school office upon request.

## **School Volunteers**

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at [jsd117.org](http://jsd117.org) and be approved by the director prior to assisting at the school. Some teachers utilize parent

volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the Principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

### **Confidentiality**

School volunteers see and hear things that are private. A student acts out and has to be disciplined. A teacher asks a volunteer to help enter grades in the grade book.

Volunteers need to know certain information before they can help in the classroom. If a student gets extra time to take a test because of a learning disability, the volunteer needs to know that to be fair to all students. But, school volunteers should understand the importance of confidentiality.

What you SEE and HEAR in any school, classroom, hallway, bathroom, cafeteria, or at any site or activity the school participates in, should be considered confidential and only discussed or repeated to your supervisor, teacher, or principal. Even if you know a parent of one of the students you work with, do not discuss those activities with the parent.

If you overhear a conversation between students, staff, and/or administrators, do not repeat them. If you are concerned about what you have heard, talk to the supervisor, teacher, or principal.

Volunteers should not take the liberty to read documents or browse through folders left in the office, on any desk, or in any filing cabinet.

### **Parent Pledge**

In order to protect my own child, I agree to the following guidelines:

1. I will not discuss any child other than my own outside of the school and/or the classroom.  
To do so is to violate the 1972 Federal Rights Privacy Act.
2. I will not criticize the teacher in front of the students.
3. I will not ask for confidential data about any student other than my own.
4. If I have a problem with something a teacher does, I will talk to the teacher privately. If I am unsatisfied, I can talk to the Principal about it.

I agree to these guidelines in order to protect my own child. If I do not follow these guidelines, I may not be asked to volunteer.

### **Facility Use**

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

## **Video & Audio Monitoring Systems**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

## **Sex Offender Notification Law**

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

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

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

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

## **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, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry,

[www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders,  
[www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## **Jacksonville School Dist. 117 – Early Years Program Transition Activities**

### **Transitioning into the Preschool for All Program**

1. Families receive a welcome brochure from the administrator.
2. At the screening, parents do a needs assessment and have a short introduction to Preschool for All
3. Families visit a Preschool for All classroom, meet the teacher, and see the surroundings.
4. Teachers will schedule a visit with each family, explaining the Parent Handbook and the school calendar.
5. Preschool for All Registration and Open House activities answer questions and concerns
6. Parent Educators assist parents in acquiring birth certificates, immunizations and physicals
7. Prepare for bus transportation if needed
8. Discussions with parents about separation anxiety.
9. Coordination with daycares for before and after school care.
10. Parents are encouraged to stay with an anxious child for an appropriate amount of time.

### **Transitioning out of the Preschool for All Program (other than Kindergarten)**

1. Family will notify the school of the upcoming transition
2. Program staff will work with family to complete a transition plan if time allows, considering the following:
  - Discuss referral options
  - Discuss questions/concerns of the family
  - Explore Early Childhood programs
  - Discuss parental rights and responsibilities
  - Actions to complete for a successful referral
3. Program staff will provide family with appropriate contact information and/or paperwork
4. Program staff will forward any records allowable by school law

## **Transitioning into Kindergarten**

- Preschool teachers share students' strengths and needs with Kindergarten teachers through a student profile sheet given to the child's Kindergarten school at the end of the child's last year in Pre-Kindergarten. Ongoing communication continues with the Kindergarten school as needed.
- Parents are asked to confirm where their child will be going to Kindergarten in case this has changed.
- Preschool families are informed of Kindergarten Nights that are held within the district. The Early Years Program staff attend these nights as assigned.
- Early Years Program Parent Educators can assist with setting up tours to visit schools in the district. Parent Educators can be present for the tours per parent request.
- The purpose of the tours are as follows:
  - Family can become comfortable within the school they will be attending.
  - Family is able to view the layout of the building.
  - Family is able to meet staff members.
  - Family is able to see special education program options.
- For students receiving special education services, meetings will be conducted for the transition from Preschool to Kindergarten. Any Domain, Eligibility Determination Conference (EDC) or Individualized Education Program (IEP) meeting will be attended by the Early Years Administration/Coordinator, Four Rivers representative, Preschool and Kindergarten teachers (general and special education). Parent Educators may attend the meetings as assigned or requested.
- Assessment and progress information is shared at the end of the year to update parents on their child's progress and share Kindergarten expectations.
- The Early Years Program staff share ideas for summer activities to continue student learning.
- Parents are encouraged to walk or drive by their child's new school so that the preschooler can become comfortable with the new surroundings.

## **Jacksonville School Dist. 117 – Early Years Program**

### **Recruitment Activities**

1. Word of mouth / drop-ins with existing clients and from location of program
2. Siblings
3. Prevention Initiative and Early Intervention programs
4. Agency referrals
5. Community Bulletin Boards
6. Fliers and newsletters
7. Resource Fair
8. Screenings and Open House/Registrations
9. District web-site/Administrators/ Parents
10. Program website and Facebook page
11. District Television Channel
12. Local businesses and social service agencies





# Early Years Program

## 2021-2022 Calendar

(Subject to Change)

August 13 & 16	Teacher Institute Days / Scheduled Meet & Greet Visits (At Early Years)
August 17	Scheduled Meet & Greet Visits (At Early Years)
August 18	Full Day Students Begin – 8:00-2:30 PM Students Begin – 11:45-2:30
August 19	AM Students Begin – 8:00-10:45      9:00-11:30 @ Murrayville
September 6	Labor Day (School Holiday)
September 22	SIP Day – <b>Early Years classes will run as usual – all classes in session</b>
October 7	Parent/Teacher Conferences  <b>1 hour early dismissal for Half Day PM and Full Day Classes</b>
October 8	No School - Parent/Teacher Conferences
October 11	Columbus Day (School Holiday)
October 27	SIP Day – <b>Early Years classes will run as usual – all classes in session</b>
November 17	SIP Day – <b>Early Years classes will run as usual – all classes in session</b>
November 15-19	Family Reading Week
November 24-26	No School - Thanksgiving Break
December 21	Winter Break Begins  <b>1 hour early dismissal for Half Day PM and Full Day Classes</b>
December 22-January 2	Winter Break
January 3	Teacher Institute (Students Not in Attendance)
January 4	Classes Resume
January 17	M.L. King Jr. Day (School Holiday)
January 26	½ Day Student Attendance / ½ SIP Day  <b>Full Day dismissal @ 12:00 No PM Classes</b>
February 16	½ Day Student Attendance / ½ SIP Day  <b>Full Day dismissal @ 12:00 No PM Classes</b>
February 17	Parent/Teacher Conferences  <b>1 hour early dismissal for Half Day PM and Full Day</b>
February 18	No School – Parent/Teacher Conferences
February 21	Presidents’ Day (School Holiday)



March 7	Emergency Day 1 <b>*If the district uses a snow day prior to March 7<sup>th</sup>, then students WILL be in attendance on this day.</b> <b>*If the district does not use a snow day prior to March 7<sup>th</sup>, then students WILL NOT be in attendance on this day.</b>
March 18	Spring Break Begins <b>1 hour early dismissal for Half Day PM and Full Day Classes</b>
March 21-March 25	Spring Break
March 30	½ Day Student Attendance / ½ SIP Day <b>Full Day dismissal @ 12:00 No PM Classes</b>
April 15-18	Easter Break
April 27	½ Day Student Attendance / ½ SIP Day <b>Full Day dismissal @ 12:00 No PM Classes</b>
May 11	SIP Day – <b>Early Years classes will run as usual – all classes in session</b>
**May 19	Last Day of Pre-kg for all classes
**May 20 & 23	Exit Visits (Parent/Teacher Conferences)
**May 23	Last Day of School for all other district students
**May 24	Teacher Institute – No School

\*\*Snow days used to determine the last day of the school year. The calendar will be adjusted in April to reflect the last day of school and the exit visit dates.



**CONSENT ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Kelly Zoellner  
SUBJECT: Approval of CLC Handbook

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the CLC Handbook for the 2021-2022 school year as presented.

MOVED BY:

Seconded:

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____ STEWART	_____	_____ McBRIDE	_____
_____ BEARD	_____	_____ LEONARD	_____
_____ CANTRELL	_____	_____ WILSON	_____
_____ LONERGAN	_____		

**Background Information:**

The CLC handbook is a concise document, specific to student success at CLC. Students are provided with the handbook for their home school as well.

**Student/Parent Handbook Acknowledgement and Pledge**

Name of Student: \_\_\_\_\_

**Student Acknowledgement and Pledge**

I acknowledge receiving and/or being provided access to the student handbook and school board policy on student behavior. I have read these materials and understand all the rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all school and school district rules, policies and procedures.

I understand that the student handbook and school district policies may be amended during the year and that such changes are available in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with school and school district rules, policies and procedures.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Parent/Guardian Acknowledgement**

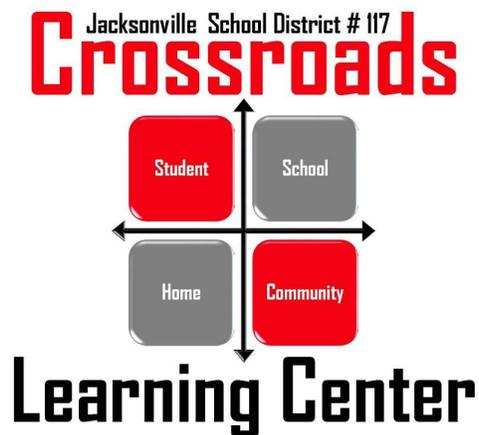
I acknowledge receiving and/or being provided access to the student handbook and school board policy on student behavior. I have read these materials and understand all the rules, responsibilities and expectations.

I understand that the student handbook and school district policies may be amended during the year and that such changes are available on the school district website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with school and school district rules, policies and procedures.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



***CROSSROADS LEARNING CENTER WILL PROVIDE ACADEMIC AND SOCIAL-EMOTIONAL SUPPORTS TO AT-RISK YOUTH, SO THAT THEY CAN BE PRODUCTIVE STUDENTS OF THEIR HOME SCHOOL.***

**The school is located and may be contacted at:**

**30 N. Central Park Plaza**

**Jacksonville, IL 62650**

**217.243.0065**

**[crossroadslearningcenter@jsd17.org](mailto:crossroadslearningcenter@jsd17.org)**

### **General School Information**

This handbook is a summary of the Crossroads Learning Center's rules and expectations, and is not a comprehensive statement of school procedures. The Jacksonville School District Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at 211 West State Street, Jacksonville, IL. In addition, all Crossroads Learning Center students are responsible for knowing and abiding by all rules and regulations listed in their home school handbook.

The School Board governs the school district, and is elected by the community.

Current School Board members are:

Mr. Noel Beard, President  
Mr. Mike Lonergan, Vice-President  
Mr. Steve Cantrell, Member  
Mrs. Heather Leonard, Member  
Mr. Bob McBride, Member  
Mrs. Brenda Stewart, Member  
Mrs. Teresa Wilson, Secretary

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent  
Mr. Mike McGiles, Director of Operations  
Mrs. Kelly Zoellner, Director of the Curriculum  
Jill Dillard, Principal

### **General Building Conduct**

1. CLC will follow all Jacksonville School District #117 policies.
2. Students will turn in all electronic devices and all possessions upon arrival to CLC. Belongings will be stored in locked drawers and will be returned to students after successful completion of their school day.
3. Students will be “wanded” with a hand-held metal detector and searched before entering the facility. Students will be required to remove their shoes for the search.
3. Students will be escorted to the restroom and water fountain.
4. Students are allowed to bring unopened water bottles to school.
5. Breakfast and lunch will consist of a school meal or a packed meal brought from home. Food may not be delivered to students during the day.

6. Student interactions will be monitored and limited to social skills training sessions.
7. CLC dress code is consistent with that of the home school. If students arrive dressed inappropriately for school, they will be required to change into something at CLC or spend the day in isolation.
  - a. Hats and clothes with hoods are not allowed.
  - b. Jewelry and accessories that pose a potential health hazard are not allowed.
  - c. Pants must be worn at waist level.
  - d. Skirts and shorts must be fingertip length or longer.
  - e. Garments with holes above fingertip length will not be allowed.
  - f. Shirts must cover the torso and the shoulders.
  - g. Logos on clothing must be school appropriate.

### **Attendance**

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

### **Student Absences**

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reasons as approved by the principal. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent or guardian is required to call the school at 217.243.0065 before 9:00 a.m. to explain the reason for the absence.

## **Truancy**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% or more of the prior 180 regular school days without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

## **Bus Transportation**

The district provides bus transportation to and from school for all CLC students. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the principal. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

## **Student Medication**

Taking medication during school hours is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

### **Self-Administration of Medication**

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

### **Grading & Promotion**

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance. Expelled students must meet academic, social and emotional goals to qualify for reintegration into their home schools.

### **Emergency School Closings**

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

### **Required Health Examinations and Immunizations**

All students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to:

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with any other of the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.

### **Students with Food Allergies**

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities. Not all

students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

### **Students with Diabetes**

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

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

### **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

### **Communicable Diseases**

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

- a. Parents are required to notify the school nurse if they suspect their child has a communicable disease.

b. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.

### **Head Lice**

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

a.. Parents are required to notify the school nurse if they suspect their child has head lice.

b. Infested students will be sent home following notification of the parent or guardian.

c. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation.

d. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

### **Internet Acceptable Use**

All use of the electronic network must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the district's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or building principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.

- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Copyright Web Publishing Rules** - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of “public domain” documents must be provided.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

**Use of Email** - The district’s email system, and its constituent software, hardware, and data files, are owned and controlled by the school district. The school district provides email to aid students as an education tool.

a. The district reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student to an email account is strictly prohibited.

b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the school district’s Internet gateway carry with them an identification of the user’s Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the school district’s email system constitutes consent to these regulations.

### **Search and Seizure**

In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well

as of students and their personal effects. "School authorities" includes school liaison police officers.

### **School Property and Equipment as well as Personal Effects Left There by Students**

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

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

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, backpacks, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

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

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

### **Education of Children with Disabilities**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities

Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

### **Discipline of Students with Disabilities**

#### **Behavioral Interventions**

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

#### **Discipline of Special Education Students**

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



**CONSENT ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Kelly Zoellner  
SUBJECT: Approval of Jacksonville High School Handbook

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the Jacksonville High School Handbook for the 2021-2022 school year as presented.

MOVED BY:

Seconded:

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____ STEWART	_____	_____ McBRIDE	_____
_____ BEARD	_____	_____ LEONARD	_____
_____ CANTRELL	_____	_____ WILSON	_____
_____ LONERGAN	_____		

Background Information:

The handbooks are updated annually with policies and recommendations from the Illinois Principals Association Model Student Handbook. All changes have been highlighted in yellow.

**PARENT/GUARDIAN HANDBOOK ACKNOWLEDGEMENT**

**Please complete this form and have your student return it to his or her advisory teacher by Tuesday, 9.3.21.**

Name of Student: \_\_\_\_\_

**Student Acknowledgement and Pledge**

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Parent/Guardian Acknowledgement**

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# **JACKSONVILLE HIGH SCHOOL**

1211 North Diamond  
Jacksonville, Illinois  
Phone: (217)243-4384  
Fax: (217)291-0904  
**JHS.JSD117.ORG**



## **WELCOME**

The mission of Jacksonville School District 117 is to provide an educational environment that promotes excellence and values every student. To do that, the faculty, staff and administration of Jacksonville High School will work in partnership with parents, the community and Central Office to provide a rigorous curriculum, a positive, supportive and safe atmosphere, an open and collaborative setting and an inviting facility as well as to promote the use of technology.

This agenda is provided to students to acquaint them and their families with the procedures, expectations and other relevant information necessary to maximize student learning and academic success. Students are expected to BE RED; respectful, engaged and dedicated. Students must meet these expectations at all school functions, activities and extracurricular activities as well as on the way to and from school. The Crimson Pride Program Matrix is detailed on the next page.

## CRIMSON PRIDE MATRIX

<u>Be RED</u>	<u>Respectful</u>	<u>Engaged</u>	<u>Dedicated</u>
<u>Classroom</u>	<p>Communicate positively Share classroom time with everyone</p> <p>Show tolerance toward others and respect ideas</p>	<p>Be an active learner</p> <p>Maintain focus on the lesson</p> <p>Participate and ask questions</p> <p>Recognize the importance of education for yourself and others</p>	<p>Be prepared for class</p> <p>Complete assignments with your best effort</p> <p>Work cooperatively with others</p> <p>Understand others learning needs</p> <p>Use academic supports to your advantage</p>
<u>Cafeteria</u>	<p>Keep your area clean</p> <p>Wait patiently in line</p> <p>Push in your chairs</p> <p>Use good manners</p>	<p>Make healthy food choices</p> <p>Recognize social differences</p> <p>Have your money ready when you get in line</p>	<p>Consider any mess your own</p>
<u>Commons/Hallway</u>	<p>Use appropriate language</p> <p>Stay on task - go straight to class</p> <p>Keep hallways clean</p> <p>Refrain from public displays of affection</p> <p>Remove hats and hoods upon entering the building</p>	<p>Report to class on time</p> <p>Walk to class</p>	<p>Move at an appropriate pace</p> <p>Keep the noise level down</p>
<u>Media Center</u>	<p>Keep food and drink outside the Media Center</p> <p>Use computers properly and use ear buds if you are listening to something</p> <p>Place backpacks along the bookshelves away from the entrance to the computer labs</p>	<p>Enter quietly</p> <p>Stay focused on work</p>	<p>Use the Media Center effectively and quietly</p> <p>Remain in work area while waiting for dismissal</p> <p>Remain quiet so students can concentrate on work</p>
<u>Restroom</u>	<p>Keep area clean</p> <p>Flush</p> <p>Wash hands</p>	<p>Return to class in a timely fashion</p>	<p>Use the restroom during non-instructional time</p>
<u>School-Wide</u>	<p>Use appropriate language</p> <p>Follow the dress code</p> <p>Respect the opinions of others</p> <p>Handle conflict appropriately</p> <p>Treat all people fairly</p>	<p>Keep your I.D. and agenda with you at all times</p> <p>Use school resources to succeed</p> <p>Contribute to the well-being of others at JHS</p> <p>Plan for your future college and/or career</p>	<p>Be involved</p> <p>Work cooperatively with others</p>
<u>Community</u>	<p>Follow the law</p> <p>Respect property</p>	<p>Be a positive community member</p>	<p>Contribute to the well-being of the community</p> <p>reviewed 4.7.15</p>

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Mike McGiles, Director of Operations  
Jamie Hadjan, Chief Financial Officer  
Kelly Zoellner, Director of Curriculum, Instruction and Assessments  
Sarah English, Director of Early Years  
Joyce Hiler, Director of Food Service  
Craig Castleberry, Director of Buildings and Grounds  
Barbie Davidsmeyer, Director of Student Services and Special Education  
Holly O'Neil, Asst. Director of Student Services and Special Education  
Bill Poole, Director of Technology  
Brent Dunn, Director of Transportation

The School Board has hired the following team members to lead Jacksonville High School:

Joey Dion, Principal  
Dan Scott, Ryan Van Aken and Ian English, Assistant Principals  
Mark Grounds, Dean of Students  
Sherri McLaughlin, Megan Waterstraat, Audrey Brown, School Counselors  
Craig Wright, School Resource Officer

**Chain of Command:** If you have questions or concerns, please contact the following in order:

**Athletics**

Coach  
Asst. Principal- Athletic Director  
Principal

**Attendance/Discipline**

Dean of Students  
Asst. Principal-Attendance & Discipline

**College/Career Guidance**

Student's Counselor  
Asst. Principal-Student Services

**Concerns with Class or Grades**

Teacher  
Department Chair  
Student's Counselor  
Asst. Principal-Student Services

**Curriculum/Content**

Teacher  
Department Chair  
Asst. Principal-Student Services

**Facilities**

Asst. Principal-Attendance & Discipline  
Principal

**Personal Counseling**

Student's Counselor  
Asst. Principal-Student Services

**Safety Issues**

School Resource Officer  
Asst. Principal- Attendance & Discipline

Dean of Students Principal
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**Schedules**

Student's Counselor Asst. Principal-Student Services
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**JHS CONTACT LIST**

<b>SCHOOL COUNSELORS:</b>	
Sherri McLaughlin (Students G-O)	Ext 2242
Megan Waterstraat (students P-Z)	Ext 2240
Audrey Brown (students A-F)	Ext 2241
<b>SCHOOL NURSE:</b>	
Cindy Weger	Ext 2244
<b>DEAN OF STUDENTS:</b>	
Mark Grounds	Ext 2262
<b>ASSISTANT PRINCIPAL FOR STUDENT SERVICES:</b>	
Dan Scott	Ext 2139
<b>ASSISTANT PRINCIPAL FOR ATTENDANCE &amp; DISCIPLINE:</b>	
Ian English	Ext 2268
<b>ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR:</b>	
Ryan Van Aken	Ext 2246
<b>SCHOOL RESOURCE OFFICER:</b>	
Craig Wright	Ext 2280
<b>PRINCIPAL:</b>	
Joey Dion	Ext 2232

**FACULTY VOICE MAIL EXTENSIONS**

Please use the JHS Voice Mail System to reach a faculty member. If you do not hear from a teacher within 24 hours, please contact the Student Services Office at extension 2243.

## **DEPARTMENT PHONE EXTENSIONS**

Art	2221
Athletic Office	2223
Attendance Office	2237
Band	2122
Business	2206
Choir	2118
Discipline Office	2261
Drivers Education	2718
English	2204
Family & Consumer Science	2409
Foreign Language	2802
Student Services Office	2243
Main Office	2238
Math	2817
P.E.	2230
Science	2625
Social Studies	2602
Special Ed.	2901
Vocational	2706

**FOR INFORMATION CALL THE FOLLOWING EXTENSIONS:**

MAIN OFFICE	2238
STUDENT SERVICES OFFICE	2243
ATTENDANCE OFFICE	2237
DISCIPLINE OFFICE	2261
ATHLETIC OFFICE	2223

**OTHER PHONE NUMBERS & WEBPAGES**

BUS GARAGE	245-6624
DISTRICT OFFICE	243-9411
DISTRICT WEBPAGE	<a href="http://www.jsd117.org">www.jsd117.org</a>
JHS WEBPAGE	<a href="http://jhs.jsd117.org">jhs.jsd117.org</a>

SAT Prep: <https://collegereadiness.collegeboard.org/sat/practice>

## RIGHTS, RESPONSIBILITIES AND EXPECTATIONS OF DISTRICT STAKEHOLDERS

(WHILE THIS SUMMARY MAY NOT FULLY ENCOMPASS EVERY STAKEHOLDER NEED IT ESTABLISHES A FRAMEWORK FOR REFERENCE)

<p><b>Each student may expect:</b></p> <ul style="list-style-type: none"> <li>● A free and appropriate education.</li> <li>● Due process involving any disciplinary action.</li> <li>● A safe educational environment conducive to learning.</li> <li>● An environment of civility.</li> </ul>	<p><b>Each student is responsible to:</b></p> <ul style="list-style-type: none"> <li>● Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel.</li> <li>● Respect the rights and individuality of others.</li> <li>● Refrain from taunting, bullying or harassing others.</li> <li>● Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.)</li> <li>● Come to school on time every day.</li> <li>● Go to all classes and do your best on all school assignments.</li> <li>● Refrain from behavior that disrupts the educational process.</li> <li>● Facilitate the communication and delivery of information between school and home.</li> <li>● Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities.</li> <li>● Respect and maintain school and private property in accordance with school rules.</li> </ul>
<p><b>Each parent/guardian may expect:</b></p> <ul style="list-style-type: none"> <li>● Information concerning the lawful policies, procedures, rules and regulations established by school authorities.</li> <li>● A safe environment conducive to learning.</li> <li>● To have access to his/her child's school record according to District guidelines.</li> <li>● Regular student progress reports.</li> <li>● An environment of civility when addressing academic and behavioral decisions relating to their son or daughter.</li> <li>● To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<p><b>Each parent/guardian is responsible to:</b></p> <ul style="list-style-type: none"> <li>● Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year.</li> <li>● Have current contact and emergency information on file with the school office.</li> <li>● See that his/her child attends school in accordance with Illinois State Laws and arrives on time.</li> <li>● Be aware of and follow District policies and building rules, traffic laws, guidelines and regulations concerning his/her child.</li> <li>● Ask for academic and behavioral requirements in the classroom.</li> <li>● Know that nutrition, proper rest, hygiene, and overall attitude directly impact student learning.</li> <li>● Know your child's teachers. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the Principal.</li> <li>● Take an interest in your child's academic progress and discuss it frequently with your child.</li> <li>● Know when progress reports and report cards are due and discuss them with your child.</li> <li>● Encourage the involvement of your child in extra-curricular activities.</li> <li>● Call the school within one hour of start time if your child is ill or cannot come to school.</li> <li>● Create a healthy routine for the completion of homework.</li> <li>● Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, and school supported organizations.</li> <li>● Model appropriate and successful behaviors that support your child's life skills.</li> </ul>
<p><b>School personnel may expect:</b></p> <ul style="list-style-type: none"> <li>● To be involved in communication to and from parents.</li> <li>● An environment of civility when addressing academic and behavioral decisions relating to the student performance.</li> <li>● To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<p><b>School personnel are responsible to:</b></p> <ul style="list-style-type: none"> <li>● Know and accurately follow discipline guidelines as established by District policy.</li> <li>● Make school rules and regulations contained in a handbook and/or District calendar available to all students and parents.</li> <li>● Notify the appropriate authority of criminal violations by students.</li> <li>● Implement intervention procedures within his/her jurisdiction through available means.</li> <li>● Notify parents in a timely manner of any significant violation of discipline policy.</li> <li>● Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mails and parent conferences.</li> <li>● Notify parents whenever possible if the child is absent and the parent has not called.</li> </ul>

<b>The Board of Education may expect:</b>	<b>The Board of Education is responsible to:</b>
<ul style="list-style-type: none"> <li>• An environment of civility when addressing decisions relating to the policies and practices of JSD #117.</li> <li>• To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure that personnel are high-qualified and adhere to the District curriculum.</li> <li>• Secure that each student has equal access to the established curriculum.</li> <li>• Hold students (and adults) accountable for disorderly conduct on school property and to discipline for disorderly conduct on the way directly to and from school and at any school function.</li> <li>• Hold parents or guardians liable for all damages caused by their child or ward.</li> <li>• Review any disciplinary action taken by school personnel.</li> <li>• Expel students from school for a serious violation or chronic series of violations of school policy guidelines.</li> </ul>

## **EQUAL OPPORTUNITY AND SEX EQUITY**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Mike McGiles; Director of Operation at 243-9411, ext. 1124.

### **Homeless Child’s Right to Education**

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

- (1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- (2) enrolling the child in an attendance area in which the child or youth is actually residing.

Other resources are available to homeless children. These resources are provided through Title I funding. To learn more about these resources, parents should contact the following:

Dan Scott, JHS Homeless Liaison	243-4384 ext. 2232
Kelly Zoellner, District Homeless Liaison	243-9411 ext. 1119

## **ACCOMMODATING INDIVIDUALS WITH DISABILITIES**

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

### **EDUCATION OF STUDENTS WITH DISABILITIES**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22<sup>nd</sup> birthday for which it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. This identification process includes the RTI growth model.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from Jacksonville School District’s Director of Special Services.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

The school and district will comply with the Individuals with Disabilities Education Act (IDEA) and the Illinois State Board of Education’s *Special Education* rules when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

The District’s regular suspension procedures shall be used to suspend a student with disabilities for a cumulative period generally not to exceed 10 days in any school year. Exceptions to this procedure would include acts involving weapons, drugs, or aggressive/violent behavior.

In the event of a suspension beyond 10 days or expulsion, the District shall promptly notify the student’s parent(s)/guardian(s) of disobedience or misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy shall apply to this notice. This information shall be confirmed in writing and the parent(s)/guardian(s) shall be advised as follows:

- i. That the multi-disciplinary conference (MDC) team shall meet as soon as possible but at least 10 calendar days after this notice was sent, unless such 10-day notice is waived by the parent(s)/guardian(s), to determine whether a causal relationship exists between the student’s disabling condition and the student’s alleged disobedience or misconduct; and
- ii. That the student’s parent(s)/guardian(s) are requested to attend the multidisciplinary team meeting and the date, time and location of the meeting.

The MDC team may determine that the cause of the student’s disobedience or misconduct is not related to the student’s disabling condition. In that case, the student may be disciplined under the District’s discipline policy for regular education students by measures up to and including expulsion. If the Board imposes expulsion or other disciplinary measures altering the student’s special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.

The Board may not suspend or expel a disabled student if the MDC team determines that the student’s gross disobedience or misconduct is causally related to the student’s disabling condition. The MDC team is responsible to address placement changes which may be appropriate in light of misconduct found to be disability-related.

Parent(s)/guardian(s) may object to a proposed change in their child’s educational placement. If so, if the Superintendent believes that the student’s behavior in the current placement poses a continuing physical danger to the student or to others, the Superintendent is authorized to seek a court order to change the placement or to suspend the student for more than 10 days.

## **REQUEST TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL EDUCATION EVALUATION OR OBSERVATION**

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. Parental permission will be sought in the event of an observation.

In order to hold instructional time sacred, this access can be granted only after an appointment has been scheduled and cleared with a building administrator. Once access has been granted, professionals and adults will be reminded of student confidentiality rights and consult with instructors only during conference and planning times.

For further information, please contact the Principal.

## **ATTENDANCE EXPECTATIONS**

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Attendance is taken at the beginning of the day as well as each period/class of the day.

### **ATTENDANCE DEFINITIONS**

There are two types of absences: excused and unexcused.

**Excused absences include:** JHS athletics (for team members) or field trips, illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS[1], or other reasons as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Unexcused absences include: All other absences that do not fall under the definition of excused. The school may require documentation explaining the reason for the student's absence.

**Excused absences include:** JHS athletics (for team members) or field trips, illness, observance of a religious holiday, death in the immediate family, family emergency, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Principal. All other absences are considered unexcused.

**Unexcused absences include:** all other absences that do not fall under the definition of excused.

### **OTHER ATTENDANCE PRACTICES**

#### **Pre-arranged Absences**

Families should use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work. Forms are available in the school office. Upon completion of the form, the Assistant Principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences.

### **Absences Due to Illness**

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook.

The State Board of Education has directed all schools, on days interrupted for inclement weather causing dismissal before 1:45 p.m., to record students that attend school for any time "less" than the full time school is in session, on the interrupted day, absent for the entire day.

### **Notification of the School**

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

1. Students must be in their classrooms by the last tone of the bell.
2. Students who are more than 5 minutes late to class must sign in at the Attendance Office and get a pass before going to class.
3. Jacksonville High School is a closed campus. Students are not excused to leave campus except in extreme cases, and only with prior approval of an administrator and notification of a parent. Students who gain permission from an administrator may leave campus AFTER signing out in the Attendance Office or with the school nurse. Excuses such as going home to change clothes, getting homework, books, lunch money or any other excuses deemed unnecessary by the administration will be denied with or without consent of the parent.

### **TRUANCY**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

**Tuant-** Students who miss more than 1 % but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant.

**Chronic Truant-** Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action.

**Truancy Calendar** - Any period of the past 180 days of school attendance in which a student is enrolled in school. This calculation could result in the overlapping of 2 academic school years.

Parents will receive notice of truancy after 3, 6, and 9 days of unexcused absence. Upon the 6<sup>th</sup> unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.

It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior. Law supports that a student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

Parents who are negligent of their child’s right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State’s Attorney. A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to \$1500.

## DAILY INSTRUCTIONAL PRACTICE

**Objective:** To establish and support the Board of Education’s belief that daily instructional practice is an essential part of the learning process.

**Definition:** Daily instructional practice (at times referred to as “*homework*”) can be an in-class learning experience or an out-of-class learning experience assigned by a teacher to further a student’s educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and how to better direct student understanding of designated learning goals. In alignment with the Common Core Standards adopted by the State of Illinois, classroom teachers will be assessing primarily in the classroom as they look for evidence of skill and concept mastery by students.

There are typically 4 types of daily instructional practice, each with a specific purpose and outcome.

Types of Daily Practice (Beyond the classroom)	What is it?	Purpose	Application	Examples
Practice	Assigned work that reinforces skills and concepts taught in the classroom.	Develops fluency and moves learning from short-term memory to long-term memory.	Effective practice will require students to be able to independently perform required skills.	3-10 math problems that reinforce the day’s learning or reading with an adult.
Completion	Any assigned work not completed during class time.	Keeps students within the pacing of the designed curriculum.	Completing assignments will secure that students are current with classroom learning targets.	Complete math assignment. Revise an essay. Complete a group project survey.
Preparation	Work that prepares student for upcoming learning.	Encourages students to acquire background knowledge and prior experiences to upcoming units of study.	Providing resources to secure students have a cognitive framework to support the grade level learning.	Interview a family member about family traditions prior to a writing assignment. Read a book about a historical time period.
Extension	Any work that refines, explores, or expands on classroom learning.	Encourages students to problem solve, think creatively, or think critically.	Student learning is not independent of classroom instruction. Instead, deepens understanding and relates learning to the real world.	Science project that requires students to take home seeds in soil, tend the plant, and report the growth in a chart format.

				Chart is returned to school for discussion purposes.
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**Effective Daily Instructional Practice:**

While the District Policy does not require practice to be assigned daily, the characteristics of effective daily practice are that it be:

- curriculum-based and meet the developmental needs of students through differentiation, modifications, and accommodations
- purposely planned to support student learning and avoid student overload
- reviewed and discussed with students in a timely manner
- mindful of resources available to students outside of the classroom
- non-punitive in nature

**Daily Instructional Practice and Time Management**

Daily practice can be assigned at any time. Teachers are asked to collaborate with other relevant subject teachers to ensure that students have ample time to prepare for workloads relating to the grade level curriculum. Whenever possible, teachers are encouraged to provide students and their family with advance notice of major projects/assigned work to allow for flexible time management. Teachers are encouraged to have a heightened awareness of holidays and extended breaks from the classroom.

\* Parents with students who continually need extended time to complete the assigned daily practice should request a parent-teacher conference at the earliest convenience of the parent.

**Responsibilities Relating to Assigned Instructional Daily Practice**

Student	<ul style="list-style-type: none"> <li>● Makes effective use of class time.</li> <li>● Seeks clarity with directions.</li> <li>● Records assignment in planner.</li> <li>● Plans to complete assignments on time and returns assignments to the teacher.</li> <li>● Transports materials to and from school.</li> <li>● Contacts teacher regarding assignments when absent from school.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>● Understands and complies with District’s Daily Practice Policy.</li> <li>● Reflects on purpose, assessment, and feedback necessary to support student learning.</li> <li>● Posts assignments in a variety of locations for student and parent reference.</li> <li>● Communicates type, purpose, and objective of assigned daily practice.</li> <li>● Secures that daily practice is meaningful and supports currently taught curriculum and learning targets.</li> <li>● Considers the developmental stages, learning styles, and skills of individual students.</li> <li>● Corrects daily practice quickly and provides feedback to students.</li> <li>● Uses daily practice as a formative tool and record progress in Skyward.</li> </ul>
Family	<ul style="list-style-type: none"> <li>● Establishes household routines to support a time, place, and resources for completing daily practice.</li> <li>● Assists students in organizing tasks, information, and record-keeping.</li> <li>● Communicates with teacher regarding misunderstandings, progress, or other questions.</li> <li>● Communicate with teacher if family responsibilities cannot be met.</li> <li>● Communicates with teacher if student consistently unable to complete work within the suggested time frame or struggles to work independently.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>● Ensures that all staff and parents are familiar with the District’s Daily Practice Policy.</li> <li>● Monitors the District’s Daily Practice Policy effectiveness, compliance, and strategies.</li> <li>● Coordinates school-wide resources for teachers, students, and families to use for the completion of daily practice.</li> <li>● Monitors how teachers assess daily practice for the purpose of grades.</li> <li>● Mediates situations that relate to student learning, assignments, and work-outside of the classroom.</li> </ul>

### **Communication between Home and School**

Students and parents will have a variety of ways to access information regarding assigned daily practice. The following resources are available for families to use regarding assigned work:

- Planners
- Skyward
- Teacher web pages
- School web pages
- Teacher and Administrative Emails

Teacher classroom management plans should include specifics with regards to the posting of assignments for student recording.

### **Grading of Daily Practice**

Daily practice can be an out-of-class learning experience assigned by a teacher to further a student's educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and determine how to better direct student understanding of designated learning goals.

Teachers will monitor the completion of daily practice through individualized classroom charts, student data binders, or Skyward. At the end of each quarter the teacher will calculate the number of out-of class learning assignments completed to formulate a class/course grade. The out-of-class daily practice grade cannot reflect more than 10% of the student's overall grade in a subject area. The remaining 90% of the grade for subject area will be based on mastery the student exhibits in the classroom.

### **Daily Instructional Practice during Extended Absences**

Teachers shall not be expected to provide detailed classroom work and daily practice assignments for students who are away for extended periods of time as a result of family-or parent-initiated absences. Parents may use the communication sources listed above to acquire the needed information. Depending on the nature of the time period and the timing of the school year, assignments will be made available before or after the absence.

For absences due to extended illness, parents may contact the Attendance Office at ext. 2237 to discuss available options.

### **MAKE-UP WORK**

It is the belief at Jacksonville High School that the best learning takes place when students are present. When make up work is provided, it is expected that students understand the urgency to complete it so that they stay current in their learning. There isn't a substitute for instruction that takes place during class. While some form of work may be given, it is not the same as the quality of education that takes place in the classroom. Students will have one (1) school day for every day absent to make up their work when excused.

The Educational Departments at JHS have written policies that vary, regarding make-up work. Students are expected to follow the policies. Teachers have the option to reduce the grade or not accept the work after the outlined time period. Students on external suspension must make arrangements to have someone pick up make-up work in the Attendance Office. The Attendance Office can collect make-up work for any student who is absent three or more days with a valid excuse. The only work that will be provided for students that reach a truant status is assessments. Therefore, it is important to be in attendance at school.

### **HOME AND HOSPITAL INSTRUCTION**

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of an extensive medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. In order for school officials and staff to better serve homebound or hospitalized students, the physician's written statement should include a diagnosis, a list of symptoms that would/could manifest in the instructional setting, and a transition plan for a return to school.

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

Parents seeking home or hospital instruction should contact the Principal with the detailed physician's statement. A complete physician's statement will allow the school to begin the 5-day timeline for response to the student need.

A student who is unable to attend school because of a medical condition will be provided home instruction, correspondence courses, or other courses of instruction for the length of the necessary leave as determined by a physician. Extended leaves, longer than a quarter, will be reevaluated and additional medical documentation will be required. Certain classes, such as lab classes, may not be able to be completed via 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 student's return to school.

### **SCHOOL DAY REQUIREMENT**

The regular school day at Jacksonville High School consists of eight periods. Students may choose to enroll in an early bird course. The school day for those students may end at the conclusion of seventh period. These students are responsible for their transportation to and from school. **The doors to Jacksonville High School will open at 7:45am for students not enrolled in early bird courses. No** student should arrive at school more than **20** minutes prior to their first class and they must leave campus at the conclusion of their academic day.

### **TARDY POLICY**

Jacksonville High School believes that success in school is dependent upon punctual, regular attendance. We also believe tardiness has a direct correlation to poor student performance and is detrimental to the total learning environment. Recognizing that classroom attendance cannot be substituted, students who habitually continue to accumulate tardies will receive progressive discipline. The tardy policy is cumulative from all classes and will start new each quarter.

### **DRESS CODE/PERSONAL APPEARANCE**

Part of the mission at JHS is to prepare students to be career ready. Therefore, students should dress for success. Students at Jacksonville High School are expected to be dressed appropriately. It should not interfere with, disrupt, or distract from the educational environment. Violation of the guidelines will result in the student surrendering the item, being sent home to change and/or assignment of a disciplinary consequence. The time missed to go home to change or to wait for someone to bring clothes is unexcused. Administration reserves the right to decide what is considered inappropriate.

1. Hats, hoods, bandanas, head coverings, du-rags, and sunglasses are not to be worn in the building. Safety glasses are not to be worn outside of the classes that require them.
2. Appropriate shoes must be worn at all times.
3. Students may not wear pants that sag to reveal undergarments, have holes above finger-tip level or are excessively tight.
4. Shirts that cover the torso of the body are required. See-through material needs to have proper clothing underneath. Tank (regardless of shoulder width), halter, off the shoulder, open-shoulder, backless tops, or tops with spaghetti straps are not acceptable school attire.
5. Clothes must be free of inscriptions which may be interpreted as being vulgar, inflammatory or suggestive.
6. Garments, jewelry, belt buckles, etc. that tend to promote the idea of substance use or abuse, sexual behavior, or other vulgar or suggestive symbols are not acceptable. Pocket chains, necklaces, piercings or spiked jewelry may be considered a physical danger to the student or to other students and may be confiscated.
7. Shorts/Skirts/Dresses – must be fingertip length or longer all the way around the garment. No pajama bottoms or boxer shorts.
8. Apparel that identifies a student as a member of a gang or a secret society or interferes with the ability of others to identify the student will not be permitted.

9. Face painting, unless authorized by the administration, is prohibited.

## **VEHICLES AND PARKING**

Students desiring to park on campus will have to purchase a \$50.00 parking permit in the JHS Main Office. Replacement permits cost \$10.00. Parking permits are non-transferable. If your parking privileges are revoked, you will not be issued a refund. The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. Students park their vehicles on or near school property at their own risk. Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school.

Vehicles may not be parked or located in the bus lanes or fire lanes at any time. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

- Students park in the north lot and should enter and exit the lot by the north drive. Driving behind the school is prohibited. The south parking lot is reserved for faculty, staff, and visitors. Vehicles must fit in one space only and must be parked front first.
- Applications for parking are available in the attendance office and notification of vehicle changes should be reported there.
- All students must agree to the prescribed rules and sign a parking regulations form. Students who park in unauthorized areas will be asked to move their vehicles. Vehicles should be driven safely and must yield to pedestrians. Chronic offenses may result in forfeiture of parking privileges, towing at the owner's expense, and/or discipline consequences.
- The parking lot is off-limits during the school day. No student will be allowed to go to the parking lot during a class period.
- Jacksonville High School is not responsible for damage to vehicles or loss of personal possessions.
- Jacksonville High School is not responsible for providing parking. We encourage you to use bus transportation.

## **POSTING NOTICES**

Before posting notices, students must get permission from the administration. All notices should be approved and initialed by an administrator.

## **STUDENT SERVICES**

True to the Mission of Jacksonville High School, the Student Services Office is committed to supporting students in their progress toward college and career readiness. The Student Services Office, located between the 200 and 400 hallways just inside the front doors, is comprised of the offices of the Professional School Counselors, the School Nurse, the Special Education Director, the Office Manager, and the Assistant Principal of Curriculum and Instruction.

The counselors strive to maintain a relaxed atmosphere in which a student feels free to discuss academic concerns and personal matters whether they involve family, friends, or school. The counselors also have information on post-secondary education, financial aid, careers, and the military. To see his/her counselor, a student must sign up on the computer in the Student Services Office before or after school, during lunchtime, or between classes. When the counselor is available, a pass will be sent to the student. In case of a crisis, a student will receive assistance immediately. Every effort will be made to see the student during non-instructional times such as study hall. It is imperative that students listen to the announcements and check the display case, bulletin boards, and website for important information on college representatives, testing dates, financial aid, and other details.

## **COMMON TOPICS A SCHOOL COUNSELOR MIGHT HELP WITH INCLUDE:**

1. Information
  - A. Career information, including self-awareness, decision-making, colleges, trade and technical schools, financial aid, military programs and job search skills.
  - B. Academic performance and study skills
  - C. Course selection and scheduling
2. Interpersonal relationships
  - A. Friends and family
  - B. Peer Mediation
  - C. Referrals to community agencies
3. Crisis
  - A. Academic failures and personal doubts about yourself and your abilities
  - B. Death of a friend or family member or any loss/grief
  - C. Divorce in your family
  - D. Suicidal or homicidal thoughts or tendencies to cause harm to yourself or others
4. Testing
  - A. Interest and aptitude tests which are of great help in increasing self-awareness and improving career decision-making skills
  - B. College admissions tests and pre-admission tests such as ACT, SAT, PSAT/NMSQT, and AP exams, in addition to state testing, such as PARCC.

## **PREVENTING BULLYING, INTIMIDATION, AND (SEXUAL) HARASSMENT**

Bullying, intimidation, and (sexual) harassment are not acceptable in any form and will not be tolerated at school or any school-related activity, on school property, on school buses and transportation vehicles or through a school computer, network or other school electronic equipment. The school will protect students against retaliation for reporting incidents of bullying, intimidation, or (sexual) harassment, and will take disciplinary action against any student who participates in such conduct.

The harassment, intimidation, or bullying of an individual or group based upon a perceived race, color, nationality, sex, sexual orientation, gender-related identity or expression, ancestry, age, religion, creed, physical or mental disability, gender identity, order of protection status, status as homeless, or actual or potential marital or parental status, including pregnancy, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristic or any other distinguished characteristic will not be allowed by an adult or student. The school and district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of: (1) placing the student in reasonable fear of harm to the student's person or property; (2) causing a substantially detrimental effect on the student's physical or mental health; (3) substantially interferes with the student's academic performance; or (4) substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Examples of prohibited conduct include, 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 through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or other comparable conduct.

Students who believe they are victims of bullying, intimidation or harassment or have witnessed such activities are encouraged to discuss the matter with the student nondiscrimination coordinator, building administrator or a complaint manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Bully report forms are available in all school offices.

Any student who is determined, after an investigation, to have engaged in bullying, intimidation or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's discipline policy. Parents of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

**Nondiscrimination Coordinator: please contact the Attendance/Discipline Assistant Principal**

**Complaint Managers: please contact a School Counselor or the Dean of Students.**

Roles and responsibilities in dealing with bullies:

Students: stay away from bullies, walk away when possible, stay safe in numbers, keep valuables in a safe place, ask the bully to stop, report incidents to a staff member

Parents: ask about the bully reporting system in the school, listen to your student intently, recognize bullying behaviors may be demonstrated by your student, work with school staff to resolve the issue in a positive manner; don't accept bullying behavior as a "rite of passage" that everyone must endure

School: establish a bullying reporting system, take all reports seriously, investigate all reports, teach District curriculum addressing bullying and social emotional learning standards, and educate students and parents about the realities of bullying behavior

## **SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

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

## **SEXUAL HARASSMENT**

Sexual harassment is prohibited. Sexual harassment is defined as follows:

1. An employee's or District's agent's sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature, imposed on a basis of sex, that denies or limits the provision of educational aide, benefits, services, or treatment; or that makes such a conduct a condition of a student's academic status.
2. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by anyone, including students, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating intimidating, hostile, or offensive educational environment; (c) depriving a student of educational aide, benefits, services, or treatment; or (d) making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Students who believe they are victims of sexual harassment are encouraged to discuss the matter with an administrator or guidance counselor.

An allegation that one student was sexually harassed by another student shall be referred to an administrator for appropriate action.

## **MANDATED REPORTER**

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

## **SCHEDULE CHANGES**

Students are encouraged to register for subjects they want and need before the master schedule is finalized at the end of the school year. The course description guide should help you determine what to expect in advance as well as information pertaining to course offerings that align with post-secondary goals.

Schedule changes will be made for the following reasons:

1. Successful completion of a summer school course
2. Not meeting a prerequisite course requirement
3. Master schedule conflicts
4. Courses needed to meet graduation requirements
5. A missing requirement for university admissions or post-secondary plan
6. Incomplete schedule

Once second semester has begun, students may request one schedule change for second semester under the following parameters:

1. Students may replace a yearlong course with a semester-long class with administrative approval if the first semester was not completed successfully because the course material was beyond the scope of the student's ability level.
2. Students currently enrolled in a study hall second semester may enroll in a second semester class.

Students enrolled in a course where multiple levels of the course exist may request a level change within the first six days of the semester. Level changes will be a team decision with the teacher, counselor, student, and parent. This decision will be based upon past class performance and post-secondary goals.

## **STUDENT RECORDS**

### **Permanent Records include:**

Basic identifying information: name, address, birth date and place, gender, names and addresses of parents

Academic information: transcript, grades, class rank, graduation date, grade level achieved, scores on college entrance exams, scores on State assessments at the high school level

Health and Attendance: attendance records, accident reports, and health records

Permanent records may also include: honors and awards, participation in school-sponsored activities or athletics, offices held in school organizations.

No other information may be placed in the student permanent record.

### **Temporary Records include:**

Student Temporary Record means all information not required to be in the student permanent record and shall consist of the following:

- Scores received on State assessment administered in the elementary level.
- Information regarding serious infractions that resulted in expulsion, suspension or the imposition of punishment or sanction.
- Information under the Abused and Neglected Child Reporting Act
- Student Assistance Program documentation
- IEP

Temporary records may also include: family background information, intelligence test scores, aptitude test scores, reports of psychological testing including information on intelligence, observation, or interviews, elementary and secondary achievement test results, participation in extracurricular activities, including any offices held in school sponsored clubs or organizations.

School student records are confidential and information from them will not be released other than as provided by law.

The school and district routinely discloses “directory” type information without consent. Directory information is limited to: name, address, gender, grade level, birth date and place, parents’ names and address; academic awards, degrees and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance at the school. **Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the Principal.**

State and Federal law gives parents and eligible students certain rights with respect to their student records. These rights are:

1. The right to inspect and copy the student’s education records within 15 school days of the day the school receives a request for access. There may be a small charge for copies, not to exceed \$.35 per page. This fee will be waived for those unable to afford such cost.
2. The right to request the amendment of the portion student’s education record that the parent/guardian or eligible student believes is inaccurate, misleading, irrelevant, or improper.
3. The right to permit disclosure of personally identifiable information contained in the student’s education records, except in certain circumstances. Disclosure is permitted without consent in the case of directory information and to school officials with legitimate educational or administrative interests. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student; and in other cases permitted by law.
4. The right to complain to the U.S. Department of Education if the school or district fails to comply with the above. Federal officials can be contacted at:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

## **PHONE AND ADDRESS INFORMATION**

Parents are asked to report any changes in home address, telephone number, work number, or emergency numbers to the Student Services Office. This information is essential for quick communication between home and school in case of an emergency. It is recommended that students have at least 2 working contact phone numbers for emergency purposes.

## **RESIDENCY**

Only students who are residents of the District may attend a District school without a tuition charge. A student’s residence is the same as the person who has legal custody of the student.

Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

Category I (one document required)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the last month’s payment
- Letter from manager and proof of last month’s payment
- Letter of residence from landlord

Category II (two documents required)

- Driver’s license
- Vehicle registration

- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid card
- Current homeowners/renters insurance policy
- Current library card
- Receipt for moving van rental
- Mail received at new residences

## **PHYSICAL EDUCATION**

All students are expected to dress for PE unless they have a doctor's excuse. Each student's grade will be based on attendance, dress, participation, skill, written tests, behavior and observation of health and safety rules. A student must pass four of the six activity units each semester by complying with the above requirements and passing the written test for each unit. Each student is responsible for any work missed and must make arrangements with the teacher for completing the work. Make-up work for all missed classes must be arranged with the PE teacher. The key to successful completion of PE is participation.

## **EXEMPTION FROM PHYSICAL EDUCATION**

In order for a student to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. The medical excuse should be presented within 24 hours of the parent request for exemption from physical education class. The medical excuse should include the length of the exemption and date for release from medical oversight. Exemptions from physical education would also apply to recess, co-curricular, and extracurricular activities. Special activities in physical education will be provided for a student who's physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

## **SUBSTITUTIONS FOR PHYSICAL EDUCATION AND OTHER REQUIRED COURSES**

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officers' Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 3-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Handbook Procedure.

## **HUMAN GROWTH AND DEVELOPMENT**

Students will not be required to take or participate in any class or course in comprehensive human growth and development (sex) education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Instruction relating to sanitation, hygiene or traditional courses in health or science does not fall under this provision.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course. This instruction occurs at the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades. The Morgan County Health Department works with the District to provide the instruction for 6<sup>th</sup> graders.

## **HONOR ROLL AND HIGH HONORS**

A 3.000 GPA is required for honor roll and a 4.000 GPA is required for high honors.

## **NATIONAL HONOR SOCIETY**

Juniors and seniors who have a cumulative GPA of 3.800 are academically eligible for membership in the NHS. Those students will then be asked to complete a student activity form. They must show evidence of service, leadership, and character. The faculty will then issue invitations for membership to students who meet all criteria.

## **LATIN HONORS**

Jacksonville High School honors seniors who demonstrate exemplary academic achievement by using the Latin Honors system at graduation. The Latin Honors system allows Jacksonville High School to recognize students who attain GPA requirements for various tiers.

There are three tiers to the Latin Honors system: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

Cum Laude: Students earning a GPA of at least 3.8 but less than 4.1

Magna Cum Laude: Students earning a GPA of at least 4.1 but less than 4.4

Summa Cum Laude: Students earning a GPA of at least 4.4

## **WEIGHTED GRADE POINT AVERAGE (GPA).**

Weighted GPA is calculated based on the following criteria:

1. All classes count in the weighted GPA until a student reaches a cumulative GPA above 4.0.
2. After a student's cumulative GPA reaches above 4.0:
  - a. Weighted GPA is based on a minimum of 6 classes each semester
  - b. All courses required for graduation must count
  - c. All weighted courses must count
  - d. Any non-weighted courses will count until six courses are counted
  - e. Transcripts will be reviewed by administration to determine which classes will count

f. More than 6 classes will count if the number of b & c total more than 6 in any semester

The grades in the following courses are not figured in the GPA: CVE/Work Study, Credit Recovery Courses, Alternative Education Courses, Independent Study Courses, and Correspondence Courses.

### **GRADE POINT AVERAGE (GPA)**

Except for accelerated courses, the GPA at Jacksonville High School is based on the following scale:

A=4 points                      B=3points                      C=2points

D=1 point                      F=0 points

Honors courses are figured on the following scale:

A=5 points                      B=4 points                      C=3 points

D=1 point                      F=0 points

Advanced Placement courses are figured on the following scale:

A=5.5 points                      B= 4.5 points                      C=3.5 points

D=1.5 point                      F=0 points

### **DRIVER EDUCATION**

As per Illinois State Code, students must have passed a total of 8 classes the two previous semesters and must be at least 15 years of age by the following cutoff days to take Driver education; 1<sup>st</sup> semester – November 30<sup>th</sup>, 2<sup>nd</sup> semester – March 31<sup>st</sup>, summer – July 31<sup>st</sup>. In accordance with action taken by the District 117 Board of Education, a \$250 fee (\$100 for classroom and \$150 for behind-the-wheel) is to be assessed for each student enrolled in Driver Education. This fee will be collected at registration. Any student who is eligible for a waiver of fees for textbooks during the regular school year will be eligible for a waiver of this fee. There is also a \$20.00 fee paid to the Secretary of State for the instruction permit. Jacksonville High School does not accept out-of-district tuition students in the Driver Education program other than Routt and Westfair students.

Students cannot receive credit in the driver education classroom phase if they have missed more than two classes. However, it is possible that students may miss more times due to an illness, death in the family, etc., and the absence would not be their fault. In a case such as this, students can make up as many as three classes in the after-school classroom. Therefore, students who miss no more than five days can make up the time; if students miss more than five days they will be dropped from Driver Education.

### **REPORT CARDS**

A report card is available at the end of each mid-term and quarter on Pac Family Access showing the quality of the student's work in each course. Parents are encouraged to make an appointment with teachers, counselors, or administrators whenever there is a concern.

### **PaC SKYWARD FAMILY ACCESS™**

Parents of students in grades 3 through 12 are able to access student information online. Jacksonville School District 117 utilizes a web-based service that allows parents and authorized family members to view attendance records, schedules, assignments, progress reports, and basic health information. JHS and Turner parents can also access food service account information. The site contains email links to provide parents direct communication with staff members. [PaC Family Access™](#) assures each family's privacy with secure logins and passwords.

To access this service, parents must have Internet access and be using the most recent version of Internet Explorer or Firefox. If you go to the District home page ([www.jsd117.org/](http://www.jsd117.org/)) there is a login link for [PaC Family Access™](#). A direct link to the site may also be found on the JHS web site. ([jhs.jsd117.org](http://jhs.jsd117.org))

If you need assistance, contact the Student Services Office at 243-4384 ext. 2243.

### **GRADUATION REQUIREMENTS**

A total of 24.5 credits are required for graduation from Jacksonville High School. Students are not allowed to participate in graduation ceremonies unless ALL graduation requirements have been completed. The official requirements are outlined in the Course Guide which is available on the JHS webpage.

Students who are behind in credits may inquire with their counselor about limited credit recovery options and/or an extended day (Early Bird through 7th hour).

Transfer students are generally expected to meet all graduation requirements of Jacksonville High School in order to receive a diploma from this school. However, if it can be established that a student was on schedule in meeting graduation requirements of the school he/she transferred from, and every reasonable attempt is made to meet the graduation requirements of Jacksonville High School, the Principal may waive some requirements.

District 117 will accept credit from accredited schools. At the discretion of the Principal, students transferring from a non-accredited school may be expected to pass an examination covering the content ordinarily included in the course in question before credit is approved.

### **EARLY GRADUATION**

The Mission of Jacksonville High School speaks of a “community of learners” whose charge is to “develop college and career ready individuals.” We at JHS firmly believe that the best path for students to achieve college and career readiness is to complete eight semesters of high school. To that end, consideration of so-called Early Graduation should not be approached lightly or without serious discernment. According to policy, a student may apply to “graduate” at the end of his/her seventh semester, based on the following criteria:

1. Submit paperwork, signed by student and parent(s), within the established deadlines (due by May 31st of student’s junior year);
2. Attain 20.5 credits by the last day of student attendance of the sixth semester and fulfill all of the Illinois School Code and local graduation requirements (usually the end of May);
3. Provide letter of employment, military enlistment, internship, or enrollment to a post-secondary institution, or proof of familial move out of the district.

No more than three correspondence courses (i.e., APEX) will be accepted for “early graduation.” Additionally, students finishing after seven semesters will not be eligible to participate in Spring Sports, extra-curricular activities, or attend exclusive school events, such as Prom, unless as the guest of a current JHS student. Students will receive diplomas at commencement in May. A student considering high school completion in seven semesters should make an appointment to meet with his/her school counselor.

### **DISTANCE LEARNING COURSES, INCLUDING VIRTUAL AND ONLINE COURSES**

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The student has an alternate placement plan or needs to recover credits;
3. Students using the on-line courses for credit recovery will use the local registration fee process outline annually by the company providing the service;
4. The student assumes responsibility for all fees if using the course for the purpose of early graduation or a course outside the realm of the local curriculum (including tuition and textbooks); and
5. The Building Principal or designee approves the course in advance.

Students earning credits for early graduation or coursework outside of the local curriculum will be allowed to earn 3 credits (6 classes) using the virtual or online course programming. Grades earned in approved distance learning courses count toward a student’s completion of a course. The District may grant for expelled students the opportunity to take virtual or online courses in alternative settings.

### **CERTIFICATE OF HIGH SCHOOL COMPLETION**

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

## JACKSONVILLE REFERRAL SOURCES

### ADOPTION/FOSTER CARE

Catholic Charities	245-2521
Children & Family Services	245-9588
Child/Abuse & Neglect.	800-252-2873

### ALCOHOLISM

Alcoholics Anonymous	243-2862
The Wells Center	243-1871

### CHILD ABUSE

Children & Family Serv.	245-9688
Hotline	1-800-252-2873

### CLOTHING

Goodwill	243-7400
Red Cross (fire, disasters)	243-6641
Salvation Army	245-7124

### COUNSELING

Midwest Youth Services	245-6000
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### CRISIS/INTERVENTION

Child/Abuse & Neg.	1-800-252-2873
Community Counseling	245-6126
Crisis Pregnancy Center	245-9340
The Wells Center	243-1871
Crisis Center	243-4357
Crisis Center (TTY)	245-6816

### HEALTH CARE

Health Dept.	245-5111
Passavant Hospital	245-9541

### NUTRITION

Food Center	243-1122
Salvation Army	245-7124
Soup Kitchen	243-6851
WIC Program	245-7812

### YOUTH SERVICES/RECREATION

Big Brother/Big Sister	243-3821
Boys Scouts	546-5570
Extension (4-H)	243-7424
Girl Scouts	245-4075
Salvation Army	245-7124
YMCA	245-2141

DRUG ABUSE

Gateway 217-529-9266

EMPLOYMENT

JTPA 243-5846

Job Service 245-5148

DOMESTIC VIOLENCE

Crisis Center 243-4357

## MISCELLANEOUS INFORMATION

### ANIMALS ON SCHOOL PROPERTY

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### CLUBS, ACTIVITIES, SOCIETIES, AND SPORTS AT JHS

The JHS Extracurricular Code is available at [jhs.jsd117.org](http://jhs.jsd117.org)

#### Activities

Academic Challenge, Art Club, Bass Fishing Club, Chess Club, Crimson Times, Fall Play, FFA, Color Guard/Winter Guard, Geography Club, German Club, Intramurals, Jazz Band, Key Club, LGBTQ + Club, Marching/Symphonic Band, Math Team Men's Ensemble, Concert Choir, National Honor Society, National English Honor Society, National Spanish Honor Society, National German Honor Society, National Art Honor Society, Orchestra, Rotary Interact Club, Scholastic Bowl, Science Club, Spanish Club, Speech Team, Spring Musical, Student Government, **Fashion Club.**

#### Sports

Football (B), Basketball (B/G), Soccer (B/G), Tennis (B/G), Volleyball (G), Baseball (B), Cross Country (B/G), Softball (G) Wrestling (B), Track & Field (B/G), Swim Team (B/G), Golf (B/G), Cheerleading, J'ettes, Student Led Activities, Fellowship of Christian Athletes, REFs (Role Models Encouraging Freshmen), Students for Christ

### CHAIN OF COMMAND

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2) If a parent or community member has completed Step 1 and feels that the issue/concerns were not remedied, they should contact a building administrator, director of the program, or the athletic director.

Step 3) If a parent or community member has completed Step 1 and Step 2, and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact the Central Office.

Step 4) If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

### DRILLS/ALARMS

Fire Alarms: Go to the nearest exit with your class. Follow directions given by your teacher.

Tornado Alert: Stay in the room unless directed to move to a specific inner wall location. Cover your head. Listen for directions.

### ENGLISH LANGUAGE LEARNERS

Jacksonville School District 117 offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student achievement standards that all children expect to attain.

The District instructional model maintains the following program components:

1. Opportunities for academic achievement that include English proficiency and participation in school activities.
2. Appropriate identification system for students with limited-English speaking and comprehension skills.
3. Compliance with State law regulating a Transitional Program of Instruction.
4. Compliance with State and Federal requirements for the receipt of grant funding.
5. Determine appropriate instructional programming.
6. Annual assessment of ELL student skills to determine instructional levels.

### ELECTRONIC DEVICES

Students' electronic devices must be powered off and out of sight during the educational day. If a student needs to use an electronic device, he or she may do so with the permission of a staff member and under the staff member's supervision. Students are not allowed to take pictures or video without permission from a classroom teacher and the person being photographed and/or

videoed. The school administration may allow the use of electronic devices prior to the educational day and during lunch time, in the cafeteria, provided these do not negatively impact the school culture or environment. This privilege may be revoked at any time. Violations of this policy will result in confiscation of the device and/or disciplinary consequences. Office and classroom phones are for school district business and emergencies only. Students may use the telephone on the counter in the Main Office, with permission from the secretary.

### **Cell Phone Violation Policy**

1<sup>st</sup> Offense – Confiscation for the remainder of the day. Student may pick up in the attendance office at the conclusion of the day. Potential consequence

2<sup>nd</sup> Offense – Confiscation for the remainder of the day. Student may pick up in the attendance office at the conclusion of the day. Progressive discipline

3<sup>rd</sup> Offense – Confiscation for the remainder of the day. Student may pick up in the attendance office at the conclusion of the day. Progressive discipline – Parent phone call home to communicate repetitive actions and establish future consequence.

4<sup>th</sup> Offense – Confiscation for the remainder of the day. Parent/Guardian must come pick up the phone. The phone will not be released to the student or anyone not on the students contact list. Progressive discipline

5<sup>th</sup> Offense – Confiscation for the remainder of the day. Parent/Guardian must come pick up the phone. The phone will not be released to the student or anyone not on the students contact list. Parent/Guardian and student must have an in-person conference with administration and then the parent/guardian will be given the phone to take home. Progressive discipline

6<sup>th</sup> Offense – Confiscation for the remainder of the day. Parent/Guardian and student must have an in-person conference with administration and then the parent/guardian will be given the phone to take home. The parent/guardian will be informed that the student will be required to turn in their phone to the attendance office each morning and will be given it back at the end of the day. Parent will sign consent for student's belongings to be searched for said phone.

### **HEADPHONES**

Headphones are allowed before/after school and during the lunch period. Headphones should be put away and not worn at other times during the school day without the directive or permission from a teacher in their classroom. Students should not be wearing them around the neck or in their ears during the school day except for the designated times noted.

### **EMERGENCY SCHOOL CLOSINGS/LATE STARTS**

In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings, late starts or early dismissals. School closings, for any reason, will be announced as soon as possible to accommodate family needs.

Local media sources that receive school closure information include:

WJIL 1550 AM  
WLDS 1180 AM  
WEAI 107.1  
WJVO 105.5  
Channel 20 News

Skylert/School Messenger messages will also be used to communicate with parents regarding emergency school closures. Skylert/School Messenger is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at [www.jsd117.org](http://www.jsd117.org). To receive these announcements via email or telephone, go to the website and sign up for Notify Me.

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures.

To secure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

### **FACILITY USAGE**

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

### **FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES**

The school establishes fees and charges to fund certain school activities, including [Driver's Education, any course fee, athletic fees and registration fees]. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

The Principal will give additional consideration where one or more of the following factors are present:

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

Information relating to the timelines and administrative procedures relating to the waiver of student fees can be requested from the building administrator upon enrollment in school or upon a change in the family's financial status.

### **GUESTS AT SCHOOL EVENTS**

Guests attending school dances who are NOT current JHS students must be registered IN ADVANCE, using the proper form available in the Attendance Office. Guests must be at least grade 9 or no older than 20 years of age. Any guest who is older than 20 years of age must be approved by the Principal. The administration reserves the right to deny any non-JHS student attendance at any school function.

### **INVITATIONS & GIFTS**

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home or delivered outside of the school day. The office is unable to release addresses and phone numbers of students.

### **LOCKERS**

1. Student lockers are school property. JHS is not responsible for theft from hall lockers or P.E. lockers. Please do not store money or valuables in any locker. Valuables may be stored in the Main Office safe. Lockers must be used only for storage of school-related items such as books, paper, and lunches.
2. School officials, with reasonable suspicion, have a right to inspect a locker with or without the student's knowledge or consent.

3. Students are responsible for their assigned lockers. Lockers must be kept clean and undamaged inside and out. Students are not permitted to share lockers. Students should keep lockers locked at all times.
4. Lockers will be assigned through the Attendance Office. Students will be assigned a locker their 9th grade year. They will keep this locker for the remainder of their educational time at JHS.
5. Tampering with another student's lock or locker may be considered vandalism and/or theft.

### **LOST AND FOUND**

Items that have been found should be taken to the Attendance Office immediately. These items may be claimed if the owner can give sufficient identification. Personal belongings left in the hallways will be taken to the Attendance Office. Repeat offenders will have disciplinary consequences. JHS is not responsible for lost or stolen items.

### **LUNCH/BREAKFAST**

Jacksonville High School participates in the USDA sponsored school lunch/breakfast program. Please complete an application annually to ascertain whether your child qualifies for free or reduced breakfast/lunch per the guidelines established by the USDA.

Jacksonville High School uses a computerized debit point of sale system. A Biometric Finger ID system is used to identify students at Jacksonville High School and Jonathan Turner Junior High. For your student to use this system, the parent/guardian needs to sign and return a consent form which authorizes District 117 to scan your student's finger. If the student is enrolled in the Biometric Finger ID system at Jonathan Turner Junior High, their information is transferred to Jacksonville High School upon graduation. Skyward Family Access allows you to monitor your student's account and make payments using Credit/Debit cards. A convenience fee is charged for this service. Payments can be made by check or money order in the Main Office at JHS or in the Cafeteria during meal service.

1. Jacksonville High School is a "closed campus." Students may not leave campus for lunch except with the permission of administration.
2. Lunch options include sack lunch, school hot lunch, or school snack line.
3. All students must remain in the cafeteria at lunch.
4. Students are responsible for clearing their own table. All trays and silverware must be returned to the window.
5. Food may not be ordered or brought in from an off-campus restaurant for or by students.
6. Food or drink in general is not allowed in the hallway or classroom after 8:05 a.m. Water is allowed during the school day.

### **MEDIA CENTER**

The media center, which is open from 7:45 A.M. to 4:00 P.M., provides books, magazines, newspapers, computers, and a staff that is willing to help. Students may come to the media center before school, after school, during lunch hour, or anytime during the school day with a pass from a teacher.

Two computer labs are located in the media center for student and staff use. Any student using a computer must have an acceptable use policy on file in the media center. Media center procedures and rules of conduct should be observed while in the media center and computer labs.

Books may be checked out for two weeks and renewed twice. If a book is lost or damaged, the student will be required to pay the current cost of replacement for that book.

### **OUTSIDE AGENCIES OR OFFICIALS**

Law enforcement officers must notify the Attendance Office before seeing a student. Parents will be notified. An administrator will be present during the interview.

Other non-school-related agencies must contact the Guidance Department to arrange to visit a student.

## **PARENTAL INPUT CONCERNING THE EXPENDITURE OF FEDERAL FUNDING**

Each year schools receive federal funds through Title I, Title II-A (Teacher Quality), Title II – D (Technology Enhancing Education), and Title IV (Safe & Drug-Free Schools). These funds generally may be used to purchase instructional materials and equipment and to provide in-service opportunities for teachers. If you have suggestions for our school's use of these funds, please send them to the Principal by April 1.

## **SAFETY AND SECURITY**

All Jacksonville High School doors will be locked daily from 8:10 to 3:10 for student and staff safety. Anyone caught tampering with the locked doors, propping them open, or letting outsiders in will be subject to disciplinary consequences.

## **STUDENT RECORDS**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

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

1. **The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of

such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

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

*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.*

6. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>1</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parent/guardian, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the building principal.

7. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

8. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605

### **SURVEYS BY THIRD PARTIES**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

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## **VIDEO & AUDIO MONITORING SYSTEMS**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel. It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

## **VISITORS**

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying themselves with an ID, provide the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

## **VOLUNTEERS**

All school volunteers must complete the "Volunteer Information Form" and be approved by the Principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the Principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## **NURSE'S OFFICE**

### **GUIDELINES**

The nurse's office, located in the Student Services Department, is open daily from 7:50AM to 3:45PM. If a student becomes ill while at school, he/she should ask the teacher for a pass to the nurse's office.

The student also has the option to sign up using the student entry screen via a computer located on the counter within the Student Services Department. The student would enter their student ID and the reason that they need to see the nurse. All information is kept confidential. The nurse will triage student requests and a pass will be sent for the student as soon as possible. Only one student will be allowed in the nurse's office at a time.

All students who are ill must report to the nurse. **DO NOT CALL OR TEXT HOME IF YOU ARE ILL.** The nurse must speak with the parent/guardian before a student can go home. Please remember, the nurse will always call the parent/guardian if the student requests to talk to them. Students who leave school due to illness without verification from the nurse will be given an unexcused absence and a disciplinary consequence.

Students who have a fever of 100 degrees or higher, who are repeatedly vomiting, or who have an infectious illness such as impetigo, pinkeye or scabies will be required to go home. For all other health issues, the nurse will assess the student and after conferring with the student and possibly a parent/guardian, a decision will be made regarding the student going home. The nurse will provide comfort measures as available but all students need to remember just because you don't feel "great", does not mean a student cannot be in attendance and participate in school.

Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office. The nurse's office is intended for care of students with acute illness or for students who have first aid needs.

## **CARE OF STUDENTS WITH DIABETES, ASTHMA, SEIZURE DISORDER, OR A LIFE THREATENING**

## ALLERGY

If your child has diabetes, asthma, seizure disorder or a life threatening allergy, an individual health care plan must be developed. This written plan identifies the specific health care actions your child may need during school hours. It is cooperatively developed by the building nurse, parent/guardian, student and doctor. Parents/guardians are responsible for and must:

- a. Cooperatively develop a plan with the building nurse. This will require either a meeting or phone conversation with the nurse, in addition to signatures and/or completion of individual health care plan forms.
- b. Obtain physician instructions and/or signatures as needed
- c. Inform the school in a timely manner of any change which needs to be made to the Care Plan on file with the school for their child.
- d. Inform the school in a timely manner of any changes to a parent's/guardian's contact numbers or emergency contact numbers.
- e. May be required to grant consent for and authorize designated School District representatives to communicate directly with healthcare providers involved in the child's health care.

For further information, please contact the school nurse or the principal. Parents providing accurate and timely information to the school will allow the school district to review all available resources to best serve the student's needs.

## HEAD LICE

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation if requested.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or Principal and the child is determined to be free of the head lice and eggs (nits).

## MEDICATION POLICY

Students must bring all medications to the nurse's office to be kept in a restricted and locked area. All medications, prescription and non-prescription, require a form signed by physician and parent. Forms are available in the Nurse's Office and must be renewed yearly. Individual containers must be labeled by the pharmacy or the physician, and labels should be clearly marked with the student's name, name of the physician, date, name and telephone number of the pharmacy, name of the medication, dosage, and frequency of administration. Students are allowed to keep emergency inhalers and Epi-pens in their possession at all times but need to have medication authorization forms on file in the nurse's office. A parent can come to the school and give a medication to their child at any time. Report to the nurse's office and a pass will be sent for the student so the medication can be given by you. Please pick up your medications as all medications left in the Nurse's Office at the end of the school year will be discarded.

### Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*.

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

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

## **PHYSICALS AND IMMUNIZATIONS**

All students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to:

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15th of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

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

All students must provide proof of immunization against measles before they may attend JSD #117 schools, per school board policy.

### **Dental Examination**

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

## **WELLNESS POLICY – PARTY FOOD SUGGESTIONS**

In accordance with the Jacksonville School District 117 Wellness Policy, healthy food options should be made available to promote student, staff, and community wellness. Examples of nutritious foods and beverages that are consistent with the Dietary Guidelines are listed below.

- Raw vegetables sticks/slices with low-fat dressing or yogurt dip.
- Fresh fruit wedges-cantaloupe, honey dew, watermelon, pineapple, oranges, tangelos, etc.
- Sliced fruit-nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient
- Dried fruits—raisins, cranberries, apples and apricots
- Single serving applesauce or canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts
- Lean meats and reduced fat cheese sandwiches

- Party mix
- Pretzels or reduced fat crackers
- Baked chips with salsa or low-fat dip
- Low-fat muffins, granola bars, graham crackers, fig bars
- Mini bagels with whipped light or fat-free cream cheese
- Pasta Salad
- Breadsticks with marinara
- Fat-free or low-fat flavored yogurt and fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (string cheese, single serving cottage cheese, or cheese cubes)
- Pure ice cold water

*\*This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices. Not all food and beverage items on this list will necessarily meet district nutrient standards as items vary in sugar, fat, and calorie content from brand to brand. However, all of the items in the list are believed to be consistent with the intent of the wellness policy to promote student health and reduce childhood obesity*

## **CRIMSON TIME**

Crimson Time is a designated period during the school day where students will receive tiered academic and social interventions. This time is intended to meet a wide range of individual student needs through general education services. The goal of Crimson Time is to support all students with the help they need to be successful as early as possible in their school career.

We recognize that students at JHS have a varying range of needs. While students may be in different educational settings, the following expectations apply:

### **Crimson Time Student Expectations**

- Students will attend Crimson Time daily, as scheduled.
- Students will use the restroom either before or after Crimson Time.
- Students will remain in their assigned area for the entirety of Crimson Time.
- Students will be actively engaged in school work.
- Students who have completed daily assignments are expected to read outside material.
- Students will refrain from using cell phones and/or headphones during Crimson Time.

### **Crimson Time Teacher Expectations**

- Teachers will enforce the overall student expectations.
- Teachers will hold students accountable for intervention expectations.
- Teachers will remain current on Skyward for assigned students.
- Teachers will foster an academic environment.
- SPED teachers will determine the level of intervention for each student in the assigned caseload.

## **BEHAVIORAL EXPECTATIONS FOR STUDENTS**

To promote an orderly, safe, and appropriate learning environment for students and staff, JHS provides behavioral expectations to students and rewards for meeting them. This is a proactive systems approach to establishing the behavioral supports and social culture that are needed for all students in the school to achieve social, emotional, and academic success. These expectations apply to students any time they are on school premises, which include riding in district-sponsored transportation or at school-conducted or school-sponsored activities, wherever located, students are expected and required to behave in an orderly, safe, and appropriate manner, with due regard and respect for the rights of others, the rules and regulations of the School District, the directives of school personnel, and all existing laws. Students are subject to appropriate disciplinary measures for unlawful or improper conduct and, upon demonstration of gross disobedience or misconduct, may be suspended and/or expelled from school in accordance with the provisions of The School Code, School District rules and regulations, and other laws that are applicable.

## **CRIMSON PRIDE PROGRAM RUBRIC**

The Crimson Pride Program will be utilized at Jacksonville High School to reward students for their academic and social success at Jacksonville High School. Please find the accompanying rubric inside of the back cover of this Handbook. This rubric provides details of the expectations and rewards for each of the levels. A student must meet all of the expectations within each level in

order to receive the rewards listed. Each student's progress will be evaluated every quarter and students qualify for their level for the next quarter. Failure to be on any level results in loss of all privileges.

## **ENFORCEMENT OF RULES AND REGULATIONS**

All disciplinary actions will be directed toward protecting the welfare of the school community, as well as assisting the student to develop self-discipline. Discipline responses may include, but are not limited to, the following actions:

### **AFTER SCHOOL DETENTION:**

Students may be detained after school by administration for violation of the school rules. Students will be notified in advance of detention with the following information: reason for detention, date and place to be served, and length of detention. Failure to serve an assigned detention will result in progressive discipline in addition to expectation to serve original consequence.

**ALTERNATIVE EDUCATIONAL PLACEMENT (AEP):** Students may be assigned to the AEP room for a specified time. All students must serve assigned AEP time before returning to regular classes. Classroom rules for AEP room are as follows:

1. Sit in your assigned seat.
2. All school rules apply.
  - No headphones
  - No electronic devices
  - No food or drink
3. No talking.
4. No group or paired activities.
5. Students may use the computer only for an assignment sent by their teacher and with permission of the AEP teacher.
6. Students "logged" three times for misbehavior will face additional consequences.
7. Students must choose one of the regular hot lunches provided for the day. Students will not be allowed to purchase items from the snack line. If they prefer, students may bring a sack lunch from home.
8. Students must attend their early bird class.

**CONFISCATION OF ITEMS:** Students may/will be asked to surrender personal property if the item/items interfere with the learning environment or pose a threat to the safety of the learning environment or members of the learning environment.

**DEPARTMENTAL DETENTION:** Students may be detained after school by teachers or administrators for violations of class or school rules. Students will be notified in advance of detention with the following information: reason for detention, date and place to be served, and length of detention. Failure to serve an assigned detention will result in assignment of an after school detention or AEP.

**EXPULSION:** Expulsion will be recommended when a student clearly demonstrates an unwillingness to comply with school rules on a consistent basis or has created a life/health threatening situation. Any act of aggression toward a staff member may result in an expulsion recommendation.

**LUNCH HOUR DETENTION (4DT):** Students will report to a designated room at the beginning of the assigned lunch time. A sack lunch can be obtained or brought from home and eaten in the room. AEP rules will be in effect. Students will remain in the room during the scheduled time and then will be dismissed to resume regular classes. Cafeteria food cannot be brought into the lunch detention room.

**OUT-OF-SCHOOL SUSPENSION (OS1):** Students will be suspended from school for extreme instances of defiance, disrespect, fighting, gross misconduct, gross disobedience, repeated misconduct, or any action which threatens the life/safety of other students or staff. The length of the suspension is to be determined by the seriousness of the infraction.

**OFF LEVEL:** Students who consistently violate rules and fail to progress academically, may be subject to off level status and will lose the following school related privileges: hall passes, Media Center access, parking privilege, attendance at assemblies, attendance at extracurricular activities (dances, sports, etc.), and any other privilege determined by an administrator to be appropriate.

**SEARCH AND SEIZURE:** School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. School authorities may search a student and/or the student's personal effects in the student's possession such as, purses, wallets, knapsacks, book bags, lunch boxes, cars within 1000 ft. of the school and/or at school functions, parking lots, etc. when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law, the school's rules/policies, or the district's rules/policies. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The Principal or designated school authority may request the assistance of law enforcement officials and/or the school resource officer to conduct inspections, breathalyzers, and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. The search will be conducted in a

manner that is reasonably related to the objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. Parental contact prior to or after a search will be based on the urgency, intensity, and immediacy of the situation. A student's refusal to submit to a search will be deemed a violation of an administrative directive. If a search produces evidence that the student has violated or is violating the law, the school rules/policies or the district's rules/policies, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities. Students suspected of being under the influence of illegal or dangerous substances may be asked to take a breathalyzer or blood test. Refusal to do so will be considered an admission of guilt and will result in the same consequence as a positive test.

#### **SOCIAL PROBATION:**

The behavioral component to the level system will be addressed through Social Probation. Students that continually defy behavioral and attendance expectations will be placed on Social Probation. These behaviors will affect their levels. Administration will monitor and determine student Social Probation based on factors such as; tardies, referrals, and attendance to school. Social Probation at any level, prevents certain privileges for the student regardless of their academic standing.

#### **ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES**

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

#### **STUDENT BEHAVIOR POLICY**

The Board of Education believes that every student who has a sincere desire to remain in school, to be diligent in study, and to profit from the educational experiences offered, will have the opportunity for success. It is expected that each student comply with the established, well-defined school rules and regulations. Moreover, students are prohibited from engaging in conduct which, in any way, disrupts the educational process or infringes upon the rights of others. The policy set forth below states in brief form examples of prohibited behaviors and the usual disciplinary actions that may be taken. It must be remembered that the teacher has the right and responsibility to maintain order in the classroom, even if it means physical restraint to insure the safety of the class. In addition, in the event of a disciplinary-related incident, due process will be exercised.

Offense	Description	Minimum Action	Maximum Action
<b>**possible notification of police/arrest</b>	<b>The following descriptions apply to all school-aged students in attendance at any district instructional programs or support programs as well as school/district sponsored activities and events.</b>	<b>Defines the action an administrator may take. Minimum action may not relate to first offense.</b>	<b>Defines the maximum action an administrator may take. First offenses may be included in this category.</b>
Absence Unexcused/ Truancy **	Absent from any or all of the academic day without a valid excuse or appropriate verification.	Parent Involvement	Loss of Credit/ Privileges. Suspension. Referral to truancy officer for court action.
Academic Dishonesty/Plagiarism / Forgery**	Academic Dishonesty on tests or assignments, copying papers or other projects, duplicating copyrighted materials, using translation software, forging a school document or a signature of a teacher, administrator or parent or allowing someone else to do it.	Loss of Credit	Suspension
Arson **	Malicious or intentional attempt to burn any property.	Suspension	Expulsion
Assault/Battery**	Attempting to cause and/or causing injury to another student or staff member.	Suspension	Expulsion
Away From Assigned Area/Unauthorized Area	Being in any location other than where assigned.	Detention	Suspension
Bomb Threat**	Making a bomb threat.	Suspension	Expulsion
Bullying**	Can include physical violence, verbal taunts and attacks, name-calling, put-downs, or exclusion from a peer group.	Student Conference	Suspension
Bus Behavior/Bus Stops**	Any violation of bus or school rules that warrants a referral.	Student Conference	Bus Suspension/External Suspension
Cell Phones**	Cell phones must be turned off and out of sight during the educational day. Students may use cell phones during their lunch period.	Student Conference/ Confiscation of Item	Suspension
Chronic Disruption/Excessive Violations	Repeated violation of school rules and/or an accumulation of disciplinary points.	Suspension	Expulsion
Computer Misuse**	Tampering with any school computer or program or violation of the District 117 Acceptable Use Policy.	Loss of Computer Privileges	Suspension/Restitution
Controlled Substance**	Use (under the influence), possession, attempt to sell or distribute, purchase of any alcoholic substance, inhalant, illicit drug or look-alike drug, prescription medication, over the counter medications, or mind-altering substance. Possession of drug-related paraphernalia is prohibited.	Search/Confiscation of Item, Breathalyzer and/or Suspension	Expulsion
Defiance/Disrespect /Insubordination	Refusal to cooperate with school personnel or display of rudeness or discourteous attitude or language toward others.	Student Conference	Suspension
Disorderly Conduct**	Serious disruption of the educational environment to such an extent that there is police involvement.	Suspension	Expulsion
Disruption of the Educational Setting**	Any disturbance of the education environment either in or out of the classroom/a breakdown in the orderly process of instruction and/or school activities such as field trips, assemblies, or athletic events.	Detention	Suspension
Dress Code Violation	Any violation of the Dress Code presented in building handbook.	Required to Change Clothing	Suspension
Electronic Devices	Inappropriate use and/or possession of electronic items/devices that compromise the safety of others or disrupt the educational setting. This can mean that if a student is videotaping an event and not getting help, they are	Student Conference/ Confiscation of Item	Suspension

	compromising the safety of others. Students using electronic devices in the educational setting to videotape, electronically post, or electronically distribute media without the consent of administration are subject to disciplinary actions.		
Failure to Identify Self**	Failure to give name or giving a false name to district personnel. Making a fake call in an attempt to mislead staff or give false information.	Detention	Suspension
Failure to Report	Not reporting to the assigned location when directed to do so by school personnel. Abuse or misuse of any student pass.	Parent Involvement	Suspension
Failure to Serve	Not serving assigned disciplinary consequences.	Detention	Suspension
Fighting**	Any physical confrontation that is aggressive in nature.	Loss of Privileges/Isolation	Expulsion
Fire and Safety Equipment**	Tampering with any fire or safety equipment.	Parent Involvement	Expulsion
Food/Drink	Possession of open food or drink in unauthorized areas such as gyms, media centers, and bathrooms. Foods and drinks with state and/or federal limitations are prohibited at school.	Student Conference/ Confiscation of Item	Detention
Gambling**	To play a game for money or other stakes.	Student Conference	Expulsion
Gangs/ Secret Societies/ Related Activities**	Possessing, displaying or using gang/cult emblems, symbols, language; inciting other students to intimidate, threaten or act with physical violence upon any other person; recruiting for gang/cult membership or hazing.	Student Conference	Expulsion
Harassment**	Generally defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults.	Student Conference	Expulsion
Inappropriate Behavior	Any behavior not defined in this list that is deemed unacceptable by administration.	Student Conference	Expulsion
Intimidation/Threat/ Extortion**	Obtaining money, property or services, or intending to instill fear through verbal or nonverbal threats, force, power, actions, or deceit. Threatening to harm another person.	Student Conference	Expulsion
Leaving Campus without permission**	Leaving campus during the educational day without permission of an administrator and/or signing out.	Detention	Suspension
Lunch Behavior/Food Fight	Participating in or planning of a food fight, littering, leaving trash or trays, throwing things during lunch.	Detention	Suspension
Mob Action**	The use of force or violence disturbing the educational setting by two or more persons acting together.	Suspension	Expulsion
Parking Lot Conduct	Any misbehavior in the school parking lot.	Detention	Suspension of Parking Privilege/Suspension
Pornography**	Intentional viewing, display, distribution, or possession of sexually explicit or suggestive material in any form.	Student Conference/ Confiscation of Item	Expulsion
Profanity/Vulgarity/ Public Indecency	Use of vulgar, repulsive, derogatory, profane, obscene, lewd or indecent language, gestures or clothing. Any interaction or behavior that is vulgar or lewd in nature.	Student Conference	Suspension
Provoking a Confrontation/ Inciting/Coercion	Provoking or pressuring others to engage in a confrontation or do something against their will.	Detention	Suspension
Public Display of Affection (PDA)	Any interaction that is deemed by staff as too intimate for a school setting.	Student Conference	Suspension

Sexual Harassment**	Any sexual advance, request for sexual favors, or any conduct of a sexual nature that has the purpose or effect of interfering with an individual's school performance, or creates an intimidating, hostile, or ineffective learning/working climate. To annoy, beleaguer, bother, molest, persecute, or tease.	Student/Parent Conference	Expulsion
Social Media	Using school resources to send, retrieve, or download any items that are sexually explicit or contain hate-based or discriminatory material. Incidents outside of the school environment that manifest in the school setting will be investigated. Events that interfere with the safety, health, and emotional well-being of others or disrupt the school setting are subject to discipline.	Student/Parent Conference	Expulsion
Tardiness	Being late to any class/school.	Student/Parent Conference	Suspension
Theft**	Taking or possessing property that belongs to someone else without their permission.	Suspension	Expulsion
Tobacco Products/ Lighters/Smoking/ Chewing Tobacco	Use or possession of tobacco products, e cigarettes, or lighters on school grounds, buses, or at school/district sponsored events.	Student Conference/ Confiscation of Item	Suspension
Trespassing/Loitering**	Being on school/district grounds without permission or failing to exit school grounds when directed to do so by school personnel.	Suspension	Expulsion
Unauthorized Solicitation	Sale of merchandise and/or services without prior approval of school administration.	Student conference	Expulsion
Vandalism**	Damage of any kind to materials or objects belonging to the school or other persons.	Restitution	Expulsion
Weapons/Non-explosives**	Possessing any object which could be used with the intent to do harm or destruction and/or possessing ammunition or look-alike weapons.	Confiscation of Item/Suspension	Expulsion
Weapons/Fireworks/ Explosives/ Chemical Devices**	Possessing, setting off fireworks, any chemical device or any device or material that may explode on or adjacent to school grounds, buses, or at school sponsored events.	Confiscation of Item/ Suspension	Expulsion



- THANK YOU FOR YOUR PATIENCE -

*The Board is in  
Closed Session*

We will return shortly.

A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the Public body, specific independent contractors, or specific volunteers of the public body or legal counsel for the Public body, including hearing testimony on a complaint lodged against an employee of the Public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).

B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

C. Student disciplinary cases. 5 ILCS 120/2(c)(9).

#### XIV. ACTION ITEMS

A. Consideration of Student Discipline

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**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Steve Ptacek  
SUBJECT: Consideration of Student Discipline (Student #3027)

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the expulsion of student #3027 as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

**YEA:**

**NAY:**

**YEA:**

**NAY:**

_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____			

Background Information:

**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Steve Ptacek  
SUBJECT: Consideration of Student Discipline (Student #5907)

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the expulsion of student #5907 as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>YEA:</b>		<b>NAY:</b>		<b>YEA:</b>		<b>NAY:</b>
_____	MR. BEARD	_____		_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____		_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____		_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____				

Background Information:

B. Consideration of Personnel Recommendations • Resignation

529

- Employment — Licensed
- Employment — Classified
- Salary Reconciliations
- Extended School Year Employment
- Summer School — Jacksonville High School
- Extended School Year Employment (Special Education Services)
- Long Term Substitutes
- Employment — Modifications / Re-Assignments / Promotions / Transfers
- Volunteers
- Leaves of Absence
- Stipends

**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Tami Stice  
SUBJECT: Consideration to Approve Personnel Recommendations

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the Personnel Recommendations as presented.

- Resignation
- Employment – Licensed
- Employment – Classified
- Salary Reconciliations
- Extended School Year Employment
- Summer School – Jacksonville High School
- Extended School Year Employment (Special Education Services)
- Long Term Substitutes
- Employment – Modifications / Re-Assignments / Promotions / Transfers
- Volunteers
- Leaves of Absence
- Stipends

MOVED BY: \_\_\_\_\_

Seconded: \_\_\_\_\_

**YEA:**

**NAY:**

**YEA:**

**NAY:**

_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____			

Background Information:

## EMPLOYMENT RECOMMENDATIONS – July 21, 2021

### Resignation

- **Amanda Holley**, Assistant Principal at Jacksonville Middle School, effective June 15, 2021.
- **Dan Carie**, 6<sup>th</sup> Grade Girls' Basketball Coach at Jacksonville Middle School, effective June 21, 2021.
- **Gary Hickox**, 8<sup>th</sup> Grade Volleyball Coach at Jacksonville Middle School, effective at the end of the 2020-2021 school year.
- **Brandon Viken**, Physical Education/Driver's Education Teacher at Jacksonville High School, effective June 30, 2021.
- **Brandon Viken**, Head Girl's Tennis Coach and JV Baseball Coach at Jacksonville High School, effective June 30, 2021.
- **Taylor Howard**, District Student Database and Information System Technician at Central Office, effective July 16, 2021.
- **Brenda Wardell**, Food Service Worker at North Elementary School, effective July 8, 2021.
- **Tim Thrasher**, Assistant Wrestling Coach at Jacksonville High School, effective July 21, 2021.
- **Shannon Keller**, 6<sup>th</sup> Grade Volleyball Coach at Jacksonville Middle School, effective July 7, 2021.
- **Mike Chappell**, Assistant Football Coach at Jacksonville High School, effective July 13, 2021.
- **Rachel Denzin**, Social Worker at Murrayville-Woodson Elementary School and South Elementary School, effective July 12, 2021.

### Employment – Licensed

- **Nick Walker**, Social Studies Teacher at Jacksonville Middle School for the 2021-2022 school year, *Salary: MA/ Step 9: \$49,471/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Courtney Johnson**, Elementary Art Teacher at Murrayville-Woodson, Washington, and South Elementary Schools for the 2021-2022 school year, *Salary: BA/Step: 15: \$48,925/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Adrian Smith**, Math Teacher at Jacksonville Middle School for the 2021-2022 school year, *Salary: BA +12/Step 14: \$47,919/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Jennifer Bentley**, English Teacher at Jacksonville High School for the 2021-2022 school year, *Salary: BA +36/Step 1: \$40,317/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.

### Employment-Classified

- **Donna Bell**, Sub Bus Monitor at Bus Garage, *Salary: \$12.00/per hour*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Donna Bell**, Noon Supervisor at Lincoln Elementary School, *Salary: \$12.00/per hour*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Leigh Martin**, Noon Supervisor at Lincoln Elementary School, *Salary: \$12.00/per hour*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.

- **Courtney Salcido**, Food Service Worker at Jacksonville High School for the 2021-2022 school year, *Salary: \$12.00/per hour*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Jessa Watkins**, LPN Paraprofessional at Jacksonville Middle School for the 2021-2022 school year, *Salary: \$20.60/per hour*, contingent upon receipt and confirmation of required employment documentation, effective August 13, 2021.
- **Taylor Suttles**, Secretary at Murrayville-Woodson Elementary School for the 2021-2022 school year, *Salary: \$13.39/per hour*, contingent upon receipt and confirmation of required employment documentation, effective July 26, 2021.
- **Jessica Nelson**, District Student Database and Information System Technician at Central office, *Salary: \$15.40/per hour*, contingent upon receipt and confirmation of required employment documentation, effective July 12, 2021.

### Salary Reconciliations

- **Amy Fortae**, School Psychologist, increase in working days for the 2021-2022 school year from 180 days to 190 days, at the current per diem rate.
- **Shannon Folker**, School Psychologist, increase in working days for the 2021-2022 school year from 180 days to 190 days, at the current per diem rate.
- **Amanda Howell**, School Psychologist, increase in working days for the 2021-2022 school year from 180 days to 190 days, at the current per diem rate.
- **Rebecca Erickson**, School Psychologist, increase in working days for the 2021-2022 school year from 180 days to 190 days, at the current per diem rate.
- **Abby Cathers**, School Psychologist, increase in working days for the 2021-2022 school year from 180 days to 190 days, at the current per diem rate.
- **Tom Parkevich**, Dean of Students/Athletic Director, increase in working days for the 2021-2022 school year from 180 days to 185 days, at the current per diem rate.

### Extended School Year Employment

- **Amy Gillespie**, Summer Intersession Lead Teacher, for up to 60 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Heather Staats**, Summer Intersession Lead Teacher, for up to 60 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Stephanie Soltermann**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Cheryl Kelly**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Samantha Carbonell**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Angela Russell**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Dana Fricke**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.
- **Kristin Rucks**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour*.

- **Patrick Kelly**, Summer Intersession Teacher, for up to 120 hours, effective July 15, 2021 through August 6, 2021, *Salary: \$28.00/hour.*

### Summer School – Jacksonville High School

- **Joe Brooks**, Summer Driver’s Education Behind-the-Wheel Teacher for up to 100 hours, effective July 1, 2021 through July 31, 2021, *Salary: \$28.00/hour.*

### Extended School Year Employment (Special Education Services)

- **Kyle Lewis**, Summer Intersession Instructor at Jacksonville High School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Nicole Maul**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Anita Hayes**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Alle Teal**, Summer Intersession Speech Language Pathologist at Eisenhower Elementary School, Jacksonville Middle School, and Jacksonville High School for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Abby Willner**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Alyssa Arrocena**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Hannah Mahoney**, Summer Intersession Instructor at Jacksonville Middle School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Meredith Blewins**, Summer Intersession Instructor at Jacksonville Middle School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Constance Rodda-Tyler**, Summer Intersession Instructor at Illinois School for the Visually Impaired/Illinois School for the Deaf, for up to 60 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Brandon Bettis**, Summer Intersession Instructor at Jacksonville High School, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Bailey Brammeier**, Summer Intersession Instructor at TAP Program, for up to 68 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$28.00/hour.*
- **Heather Rhea**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$17.16/hour.*
- **Sabrina Dietz**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.27/hour.*
- **Amber Bunfill**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.27/hour.*
- **Mitzi Linear**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$16.82/hour.*
- **Jody Whited**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.80/hour.*
- **Jenna Tweedy**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$12.88/hour.*

- **Debbie Bien**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$19.32/hour.*
- **Dawn Trusler**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$14.36/hour.*
- **Samantha Morton**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.27/hour.*
- **Tyler Spradlin**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$12.88/hour.*
- **Martha Northcutt**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.27/hour.*
- **Wanda VanHying**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$17.49/hour.*
- **Sharon Donovan**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.27/hour.*
- **Kayla Flowers**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$12.88/hour.*
- **Mary Dean**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$14.36/hour.*
- **Cindy Helmich**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$18.20/hour.*
- **Patrick Blackburn**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$17.16/hour.*
- **Carol Hawkins**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$13.80/hour.*
- **Mandy Newton**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$15.23/hour.*
- **Sherry Earles**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$17.16/hour.*
- **Mariah Rohlfig**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$21.86/hour.*
- **Judy Hymes**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 19, 2021 through August 5, 2021, *Salary: \$18.57/hour.*

### Long Term Substitutes

- **Tammy Pattie**, Long Term Special Education Substitute Teacher (ED) at Washington Elementary School for the 2021-2022 school year, one year only.
- **Angela Jackson**, Long Term Special Education Substitute Teacher (LD) at Washington Elementary School for the 2021-2022 school year, one year only.
- **Samantha Lomelino**, Long Term Part-Time Pre-K Substitute Teacher at Murayville-Woodson Elementary School for the 2021-2022 school year, one year only.
- **Samantha Morton**, Long Term Special Education Substitute Teacher (K-2 Cross Categorical Program) at North Elementary School for the 2021-2022 school year, one year only.
- **Kelly Brockhouse**, Long Term Physical Education Teacher at Jacksonville High School for the 2021-2022 school year, one year only.

- **Jo Horabik**, Long Term Special Education Substitute Teacher (LD) at North Elementary School for the 2021-2022 school year, one year only.
- **Katelyn Lashmet**, Long Term Primary/Intermediate Teacher at Eisenhower Elementary School for the 2021-2022 school year, one year only.
- **Heather Davidsmeyer**, Long Term Special Education Teacher at Jacksonville High School for the 2021-2022 school year, one year only.

#### Employment – Modifications/Re-Assignments/Promotions/Transfers

- **Samantha Plogger**, Special Education Teacher at Jacksonville Middle School promoted to Dean of Students at Jacksonville Middle School, no change in salary, increase in working days for the 2021-2022 school year from 180 days to 194 days, at the current per diem rate, effective July 26, 2021.
- **Samantha Plogger**, Dean of Students at Jacksonville Middle School promoted to Assistant Principal (pending license) at Jacksonville Middle School, increase in salary to \$68,000/year (prorated for the 2021-2022 school year), effective October 1, 2021.

#### Volunteers

- **Garrick Adams**, Volunteer Assistant Football Coach at Jacksonville High School for the 2021-2022 school year, effective July 22, 2021.
- **Garrick Adams**, Volunteer Assistant Wrestling Coach at Jacksonville High School for the 2021-2022 school year, effective July 22, 2021.
- **Levi Parkevich**, Volunteer Assistant Football Coach at Jacksonville High School for the 2021-2022 school year, effective July 22, 2021.
- **Levi Parkevich**, Volunteer Assistant Wrestling Coach at Jacksonville High School for the 2021-2022 school year, effective July 22, 2021.
- **Levi Parkevich**, Volunteer Assistant Baseball Coach at Jacksonville Middle School for the 2021-2022 school year, effective July 22, 2021.
- **Tim Thrasher**, Volunteer Assistant Wrestling Coach at Jacksonville High School for the 2021-2022 school year, effective July 22, 2021.
- **Dan Keller**, Volunteer Assistant Baseball Coach at Jacksonville Middle School for the 2021-2022 school year, effective July 22, 2021.

#### Leaves of Absence

- **Stacy Farmer**, Primary/Intermediate Teacher at Washington Elementary School, requesting family medical leave and maternity leave to run concurrently beginning October 26, 2021 until January 25, 2022 (12 weeks).
- **Roanna Ripple**, LPN Paraprofessional at Jacksonville Middle School, requesting family medical leave beginning August 31, 2021 to September 30, 2021 (8 weeks).
- **Clark Dirden**, Maintenance employee, requesting family medical leave beginning June 24, 2021 to July 26, 2021 (6 weeks).
- **Tanell Meado**, Pre-Kindergarten Teacher at Early Years Program, requesting family medical leave and maternity leave to run concurrently beginning September 6, 2021 to January 3, 2022 (15 weeks).

### Stipends

- **Jacey Pate**, Assistant Boys Soccer Coach at Jacksonville High School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Cory Bunner**, Head Boys Baseball Coach at Jacksonville Middle School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Shelby Koehler**, Head Softball Coach at Jacksonville Middle School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **George Sparrow**, Girls 6<sup>th</sup> Grade Basketball Coach at Jacksonville Middle School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Nicholas Walker**, Girls 7<sup>th</sup> Grade Basketball Coach at Jacksonville Middle School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Lesley Dillard**, Girls 8<sup>th</sup> Grade Volleyball Coach at Jacksonville Middle School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Doug Moy**, Head Girls Tennis Coach at Jacksonville High School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Levi Parkevich**, Assistant Baseball Coach at Jacksonville High School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Damian Adams**, Assistant Football Coach at Jacksonville High School for the 2021-2022 school year, *stipend to be determined by the JEA negotiated contract.*
- **Ken Draughan**, Substitute for Director of Building & Grounds for the 2021-2022 school year, *Stipend: \$2,400.*



**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Tami Stice  
SUBJECT: Consideration of JEA MOU – JMS Baseball/Softball Stipends

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the JEA memorandum of understanding for the Jacksonville Middle school baseball and softball stipends as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>YEA:</b>		<b>NAY:</b>		<b>YEA:</b>		<b>NAY:</b>
_____	MR. BEARD	_____		_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____		_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____		_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____				

Background Information:

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
BOARD OF EDUCATION, JACKSONVILLE SCHOOL DISTRICT #117 AND  
JACKSONVILLE EDUCATION ASSOCIATION, IEA/NEA (JEA)**

**SUBJECT: Amendment to Appendix E of the CBA (Extracurricular Stipend Salary Schedule) regarding the designated stipend percentage for Middle School Baseball and Softball Sports Stipends.**

**WHEREAS**, the Jacksonville Education Association, IEA-NEA, hereinafter referred to as “JEA” and the Board of Education of Jacksonville School District #117, hereinafter referred to as “the Board,” are parties to a collective bargaining agreement, hereinafter “CBA,” effective August 14, 2020 through August 15, 2021;

**WHEREAS**, JEA and the Board have agreed to certain modifications concerning the stipend percentage to be paid on the base salary for Jacksonville Middle School Baseball and Softball Sports Stipends in Appendix E of the CBA;

**WHEREAS**, the Parties hereto agree to memorialize the terms and conditions of their Agreement in this Memorandum of Understanding (MOU);

**NOW THEREFORE**, the Jacksonville Education Association, IEA/NEA and the Board of Education of Jacksonville School District #117 do hereby agree to this Memorandum of Understanding on the following terms and conditions:

1. The above recitals are incorporated into this MOU as if they had been restated verbatim.
2. The terms and conditions of this MOU shall be effective upon execution and approval of this MOU by both Parties, or pursuant to prior written agreement of the Parties, whichever occurs first.
3. The Parties agree to amend the CBA, Appendix E (Extracurricular Stipend Salary Schedule) to modify/add the stipend for Jacksonville Middle School Baseball and Softball Sports Stipends effective July 1, 2021 calculated as follows:

<u>Extra-curricular Activity</u>	<u>Percentage of Base</u>	<u>2021-2022 Stipend</u>
JMS Head Baseball Coach	7%	\$2,322.20
JMS Assistant Baseball Coach	5%	\$1,658.72
JMS Head Softball Coach	7%	\$2,322.20
JMS Assistant Softball Coach	5%	\$1,658.72

4. This MOU contains the complete understanding of JEA and the Board.
5. This MOU may be modified only by written agreement of the parties.
6. Each representative of the Parties executing this MOU on behalf of their principal represents and warrants that he/she has the authority to bind their respective Party to the terms and conditions of this MOU.

Executed this \_\_\_\_ day of July 2021.

Jacksonville Educational Association (JEA),  
IEA/NEA

By: \_\_\_\_\_  
Dale Homolka, Co-President

By: \_\_\_\_\_  
Amy Pieper, Co-President

Jacksonville School District 117,  
Board of Education

By: \_\_\_\_\_  
Noel Beard, President

By: \_\_\_\_\_  
Teresa Wilson, Secretary



**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Tami Stice  
SUBJECT: Consideration of JISPA/JSSA MOU – Extra Duty Pay Stipend

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the JISPA/JSSA Memorandum of Understanding – Extra Duty Pay Stipend as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>YEA:</b>		<b>NAY:</b>		<b>YEA:</b>		<b>NAY:</b>
_____	MR. BEARD	_____		_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____		_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____		_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____				

Background Information:

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
BOARD OF EDUCATION, JACKSONVILLE SCHOOL DISTRICT #117 AND  
JACKSONVILLE INSTRUCTIONAL SUPPORT PERSONNEL ASSOCIATION, IEA/NEA (JISPA)**

**SUBJECT: Special Education Paraprofessional Extra Duty Pay Stipend**

**WHEREAS**, the Jacksonville Instructional Support Personnel Association, IEA-NEA, hereinafter referred to as "JISPA" a/k/a Jacksonville Support Staff Association (JSSA) and the Board of Education of Jacksonville School District #117, hereinafter referred to as "the Board," are parties to a collective bargaining agreement, hereinafter "CBA," effective July 1, 2020 through June 30, 2021;

**WHEREAS**, the Parties hereto agree to memorialize the terms and conditions of their Agreement in this Memorandum of Understanding (MOU);

**NOW THEREFORE**, the Jacksonville Instructional Support Personnel Association, IEA/NEA and the Board of Education of Jacksonville School District #117 do hereby agree to this Memorandum of Understanding on the following terms and conditions:

1. The above recitals are incorporated into this MOU as if they had been restated verbatim.
2. The terms and conditions of this MOU shall be effective upon execution and approval of this MOU by both Parties pursuant to prior written agreement of the Parties, whichever occurs first.
3. The parties agree that the Board shall have the right to compensate by stipend, payable at \$5.68 per day (on a pro-rated basis) to special education paraprofessionals for time in which they are required to wear personal protective equipment (PPE) while working with students unable to wear masks due to a medical condition.
4. This MOU shall expire its own terms on August 12, 2021.
5. This MOU contains the complete understanding of JISPA and the Board.
6. This MOU may be modified only by written agreement of the parties.

Executed this \_\_\_\_<sup>th</sup> day of July 2021.

Jacksonville Instructional Support Association,  
JISPA, IEA/NEA

Jacksonville School District 117,  
Board of Education

By: \_\_\_\_\_  
Andrea Cully, Co-President

By: \_\_\_\_\_  
Noel Beard, President

By: \_\_\_\_\_  
Patty Wilson, Co-President

By: \_\_\_\_\_  
Teresa Wilson, Secretary



**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Tami Stice  
SUBJECT: Consideration to Approve MOU: JISPA/JSSA

---

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approves the Memorandum of Understanding for JISPA/JSSA; requesting an unpaid leave of absence for education as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>YEA:</b>		<b>NAY:</b>		<b>YEA:</b>		<b>NAY:</b>
_____	MR. BEARD	_____		_____	MRS. LEONARD	_____
_____	MR. CANTRELL	_____		_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____		_____	MRS. STEWART	_____
_____	MR. MCBRIDE	_____				

Background Information:

## **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (hereinafter “Agreement”), made and entered into this 21<sup>st</sup> day of July, 2021, by and among the Board of Education of Jacksonville School District No. 117 (hereinafter “District,” “Board,” or “School District”), Chad Boehlke (hereinafter “Employee”) and Jacksonville Instructional Support Personnel Association a/k/a Jacksonville Support Staff Association (hereinafter “Association”);

### **WITNESSETH:**

**WHEREAS**, Employee is a non-professional educator licensed employee, serving as a paraprofessional during the 2021-2022 school year who is working on obtaining coursework for his teaching degree and associated professional educator licensure (as outlined in Exhibit A); and

**WHEREAS**, Employee has certain rights and duties provided under a Collective Bargaining Agreement (hereinafter “CBA”) between District and Association; and

**WHEREAS**, District is aware of unusual and unique facts regarding the specific circumstances currently faced by Employee and the District need for staff in both the role Employee is presently serving and the role for which she is seeking licensure; and

**WHEREAS**, District and Association do not wish the decisions of the District related to the present circumstances of Employee to reflect upon or otherwise affect the members of Association, now or in the future; and

**WHEREAS**, Employee has communicated that he will have no choice but to resign his position to complete his coursework if he is not granted a leave as described

herein, but wishes to return to active employment with the District no later than the second semester of the 2022-2023 school year; and

**WHEREAS**, Association desires that Employee be permitted to take an unpaid leave of absence for the first semester of the 2021-2022 school year; and

**WHEREAS**, District does not wish to terminate the employment of Employee during the 2021-2022 school year, and, due to his exceptional and unusually competent service, wishes that Employee return to employment in for District during the 2021-2022 school year; and

**WHEREAS**, the parties have reached mutually acceptable terms for the provision of such leave and wish to memorialize the same herein.

**NOW, THEREFORE**, in consideration of the mutual terms, covenants and conditions contained herein, it is agreed by and between the parties as follows:

1. **Incorporation of Preambles.** The parties find that all of the preambles contained herein are full, true and correct and do incorporate them into this Memorandum of Agreement by reference.
2. **Scope.** Employee shall be permitted to exercise an extraordinary unpaid leave beginning in the fall of 2021, concluding on the last working day in December 2021.
3. **Employee Waivers.** In consideration for the Board's agreement to allow Employee to exercise an unpaid leave, Employee agrees to return to employment in District on the first official school calendar day in January 2022.
4. **Association Waivers.** In consideration for Association's agreement to support Board's granting Employee an extraordinary leave, Association agrees to

explicitly waive status quo and past practice, and agrees that this Agreement and decisions and actions made attendant hereto shall not constitute a past practice or status quo in the event of any other request for extraordinary leave in similar or dissimilar circumstances.

5. **Seniority.** Employee's regularly employed status shall be maintained through the beginning of the 2021-2022 school year. Employee shall accrue ½ year of seniority for the 2021-2022. Upon his return to employment, Employee shall be paid consistently with other Employees so-employed of similar rank and seniority.

**Benefits and Understandings.**

- a. **Health Insurance.** The District shall afford Employee the opportunity to continue to participate in the group health insurance coverage during the time of Employee's unpaid leave. It shall be Employee's sole responsibility to pay the cost of premium(s) during the leave. If he should decide to continue health insurance under the District's plan, Employee shall remit payment for his health insurance premiums to the District Office by or before the date of due for the first premium after being off work. Thereafter, Employee shall remit payment for each month's premium by the last day of each month prior to the month in which the Employee is still on unpaid leave status and wishes to maintain his insurance benefit.
- b. **Benefit Leave.** Employee shall earn five (5) total sick days and one and one-half (1.5) total personal days during the 2021-2022 school year.

c. **Assignment.** So long as no reduction in force or nonrenewal due to unanticipated cause affects Employee, he shall be assigned to a position for which he is legally qualified to occupy upon his return for the 2021-2022 school year. Authority shall lie exclusively with District to assign Employee to any position for which he is licensed and qualified.

6. **Superiority of Agreement.** Any prior understanding or representation of any kind preceding the date of this Contract is hereby superseded.

7. **Entirety of Agreement.** This Agreement constitutes the entirety of the terms, agreements, and resolutions between the parties. This Contract may be modified only by a writing signed and dated by all parties and attached hereto.

**IN WITNESS WHEREOF**, this document has been executed by each of the parties hereto.

Dated this \_\_\_\_ day of July, 2021.

\_\_\_\_\_  
Chad Boehlke, Employee

**BOARD OF EDUCATION OF  
JACKSONVILLE SCHOOL DISTRICT  
NO. 117**

By: \_\_\_\_\_  
President of Board of Education

ATTEST:

\_\_\_\_\_  
Secretary

**JACKSONVILLE INSTRUCTIONAL  
SUPPORT PERSONNEL  
ASSOCIATION, a/k/a JACKSONVILLE  
SUPPORT STAFF ASSOCIATION  
IEA/NEA**

By: \_\_\_\_\_  
\_\_\_\_\_, Co-President

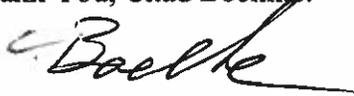
By: \_\_\_\_\_  
\_\_\_\_\_, Co-President

To whom it may concerned,

June 25, 2021

My name is Chad Boehlke and I am requestion a leave of absence from my current position, Paraprofessional. I am questioning this to finish up my demonstration teaching, which is 16 weeks, August 2021 until the end of December 2021. After I would apply for teaching positions within school district 117. I currently have 7 years working for this district and would very much like to continue my employment. Thank you for your consideration in this matter.

Thank You, Chad Boehlke.

A handwritten signature in black ink that reads "Chad Boehlke". The signature is written in a cursive style with a long horizontal stroke at the end.



**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Steve Ptacek  
SUBJECT: Consideration to Appoint Board Treasurer

---

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approve Richard Cunningham as the Board Treasurer for the 2021-2022 school year as presented.

MOVED BY: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>YEA:</b>		<b>NAY:</b>		<b>YEA:</b>		<b>NAY:</b>
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____	_____
_____	MR. CANTRELL	_____	_____	MRS. WILSON	_____	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____	_____
_____	MR. MCBRIDE	_____				

**Background Information:**

Jamie Hadjan, previous Board Treasurer, is leaving JSD117 at the end of June and Richard Cunningham will take over responsibilities.



**ACTION ITEM**

July 21, 2021

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

---

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education approve Elementary and JMS Title Plans for the 2021-2022 school year as presented.

MOVED BY:

Seconded:

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____	STEWART	_____	McBRIDE
_____	BEARD	_____	LEONARD
_____	CANTRELL	_____	WILSON
_____	LONERGAN	_____	

Background Information:

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

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

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

### SCHOOL INFORMATION

<b>School Name:</b>	Eisenhower Elementary School		
<b>RCDT:</b>	010691170222001		
<b>Principal:</b>	Beth Brockschmidt		
<b>Address:</b>	1901 W. Lafayette Avenue		
<b>City, ZIP code:</b>	Jacksonville, IL 62650		
<b>Telephone:</b>	217-245-5107		
<b>Email address:</b>	bbrockschmidt@jsd117.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2020			

### DISTRICT INFORMATION

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

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

## Schoolwide Plan Components

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

NAME	REPRESENTATION
Beth Brockschmidt	Principal
Claudia Pitchford	Title I Reading Specialist
Katelyn Lashmet	K teacher
Bethany Miller	K teacher
Lesley Hembrough	1st grade teacher
Leslie Terwische	2nd grade teacher
Nicole Maul	Special Education teacher
Katie Borgens	3rd grade teacher
Renee Pine	4th grade teacher
Barbara Campbell	4th grade teacher
Shanon Keller	5th grade teacher
Jennifer Stendback	Dean of Students
Sara Gray	Special Education teacher
Emily Bumgarner	EL teacher

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

N/A

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

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

Eisenhower Elementary School is one of six elementary student attendance centers in Jacksonville SD 117. It is located on the west side of Jacksonville within the city limits and at the end of the 2020-21 school year had a total enrollment of 315 students, of whom 11 were fully remote. Data from the 2020 School Report Card show that the racial/ethnic background of our student population is 82.5% White, 6.1% Black, 3.2% Hispanic, 3.5% Asian, 0% Native Hawaiian/Pacific Islander, 0.6% American Indian, and 4.1% two or more races. The low income rate of students was 37.9%. The incidence rate of students with Individualized Education Programs (IEPs) is 18.2%, and 2.9% of students are categorized as Limited English Proficient, which is above the district's rate of 2.6%. Eisenhower has a student mobility rate of 7%

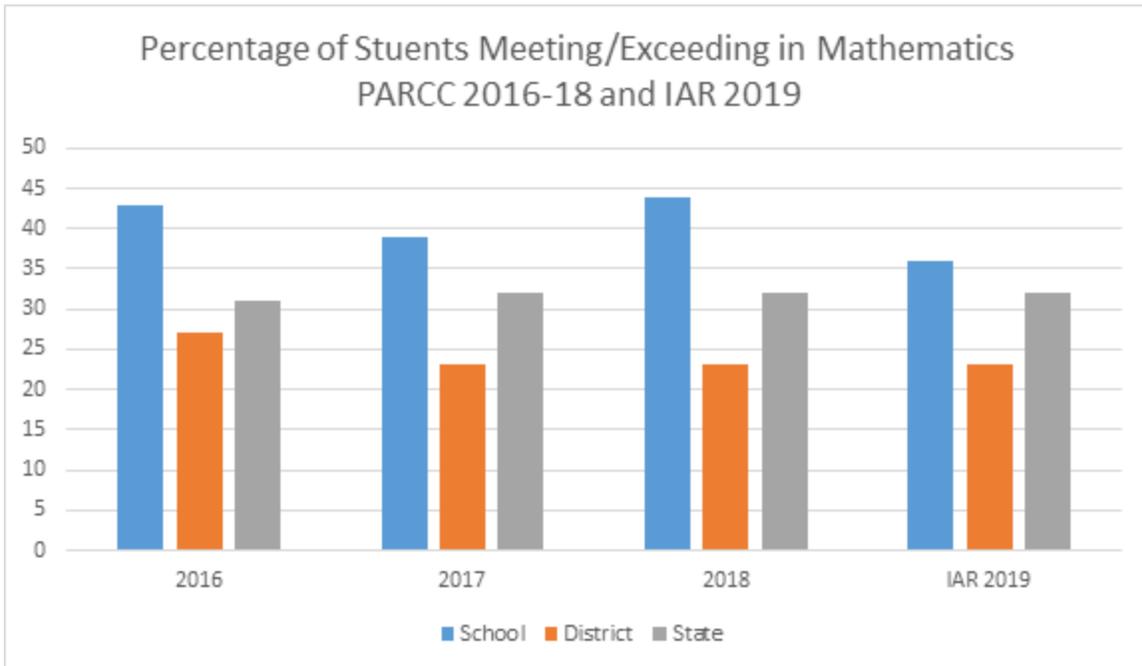
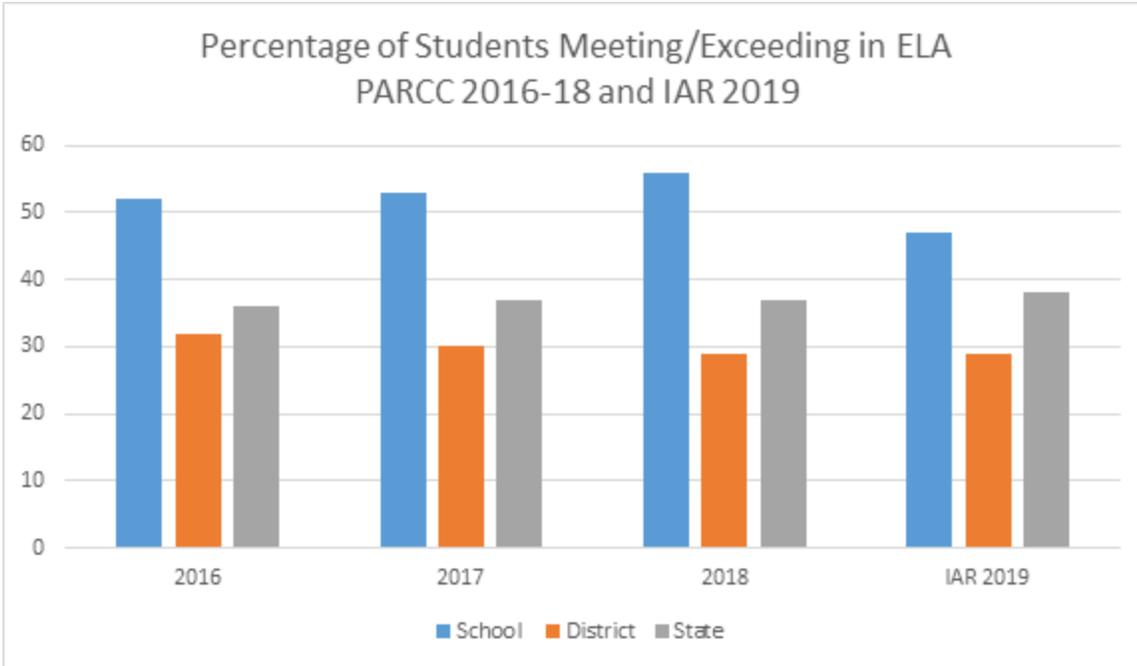
Parents, teachers, and 4th and 5th grade students participated in the 5 Essentials Survey in 2020-21. In 2020, parents completed a remote learning survey as well. Academic and behavioral data were taken from school records.

**State Assessment Data**

In 2018-19, the most recent year for which data is available, Eisenhower students overall exceeded state and district achievement percentages on the Illinois Assessment of Readiness (IAR) assessment: 47% of students met or exceeded expectations for English Language Arts (ELA) compared to 29% of district students and 38% of students in the state. The Illinois Assessment of Readiness was administered for the first time in 2019. Due to COVID-19 school closures, the IAR was not administered in Spring 2020. Results of the Spring 2021 IAR assessment are not yet available.

On the IAR Mathematics assessment in 2018-19, 36% of Eisenhower students met or exceeded the proficiency standard, compared to 23% of District students and 32% of students in the State. Again, 2019 was the first year for the administration of the Illinois Assessment of Readiness.

Analysis of four years' data from PARCC and one year of IAR indicates that performance of Eisenhower students overall is stronger in English language arts than in math. However, the percentage of students meeting/exceeding standards in ELA as assessed by PARCC and IAR also shows room for growth.



When IAR data from the School Report Card are examined for the subgroup of students who meet the criteria for “economically disadvantaged,” i.e., those who are eligible for free/reduced meals, a significant difference emerges with regard to the percentage of these students meeting or exceeding state standards in English language arts and math in comparison to students who do not meet the proficiency criteria. In addition, an achievement gap also exists between black and white students in ELA scores and between males and females in ELA and Math. These are areas identified as needing improvement at Eisenhower.

**Percentage of Students Reaching Proficiency on IAR  
in Spring 2019**

	<b>ELA</b>	<b>Math</b>
<b>Low Income</b>	28%	23%
<b>Non-low Income</b>	60%	46%
<b>Black</b>	27%	NA
<b>White</b>	47%	NA
<b>Male</b>	38%	33%
<b>Female</b>	56%	39%

**NWEA MAP Data**

The NWEA Measures of Academic Progress (MAP) assessment is administered to all eligible K-5 students three times per academic year. A comprehensive review of the data procured from this assessment is conducted after each testing period.

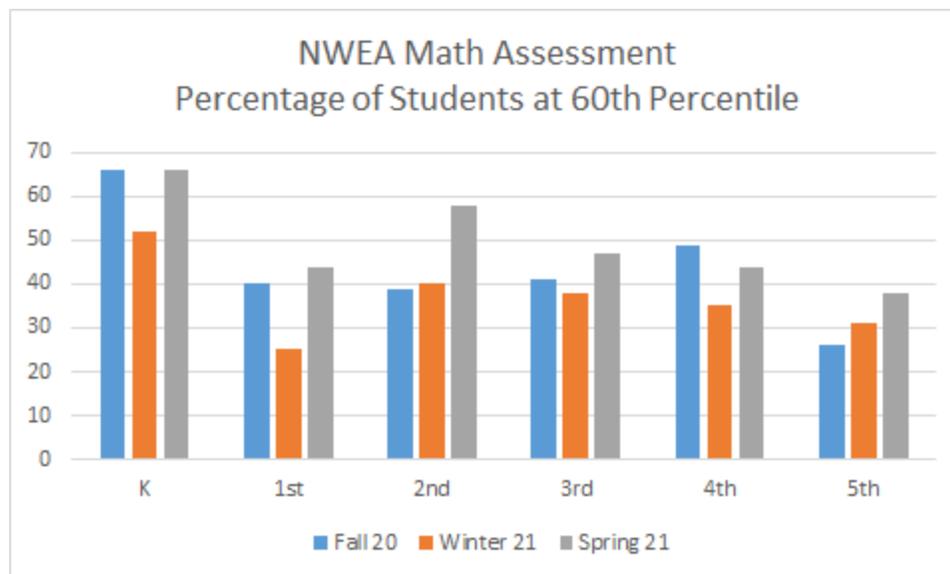
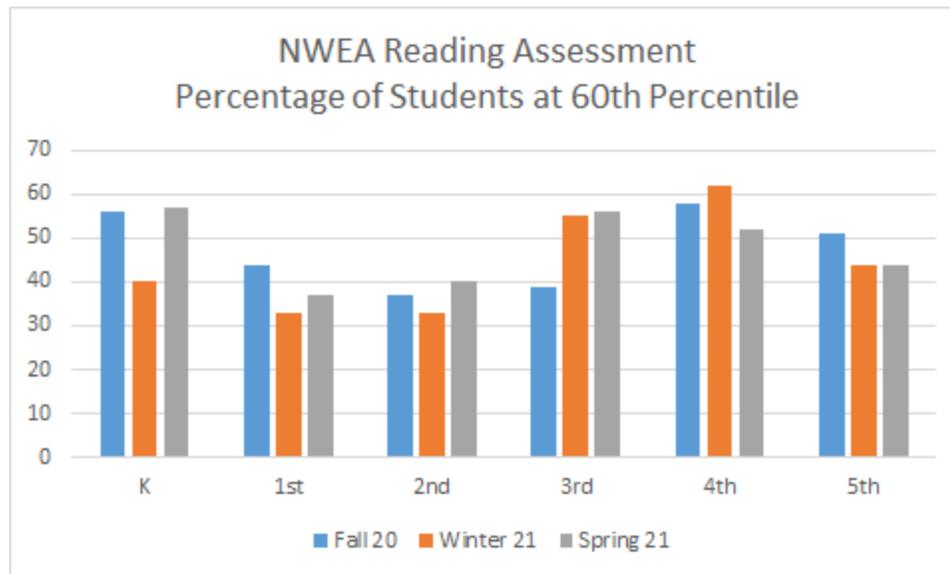
MAP data has provided a significant resource for Eisenhower's SIP team since 2009. Longitudinal class/teacher data have been kept over a twelve-year period. Teachers track and monitor individual student data, assist each student in setting goals, and assess progress. It is also important to track longitudinal data as an indicator of effective instruction as well as class growth over time. We look at the End of Year (EOY) norms as an indicator of readiness for the next grade, as well as the percentage of students meeting Individual Growth Targets. Beginning with the 2017-18 school year, we also began tracking student progress toward college and career readiness, as indicated by growth toward the 60th percentile mark. Based on the Spring 2021 scores, 47% of students in K-5 met the 60th percentile in Reading and 50% in Math. This shows an overall decrease in the percentage of students testing at the 60th percentile in both Reading (-6%) and Math (-5%) since the Spring 2019 administration of the MAP assessment, which was the last end-of-year MAP data available.

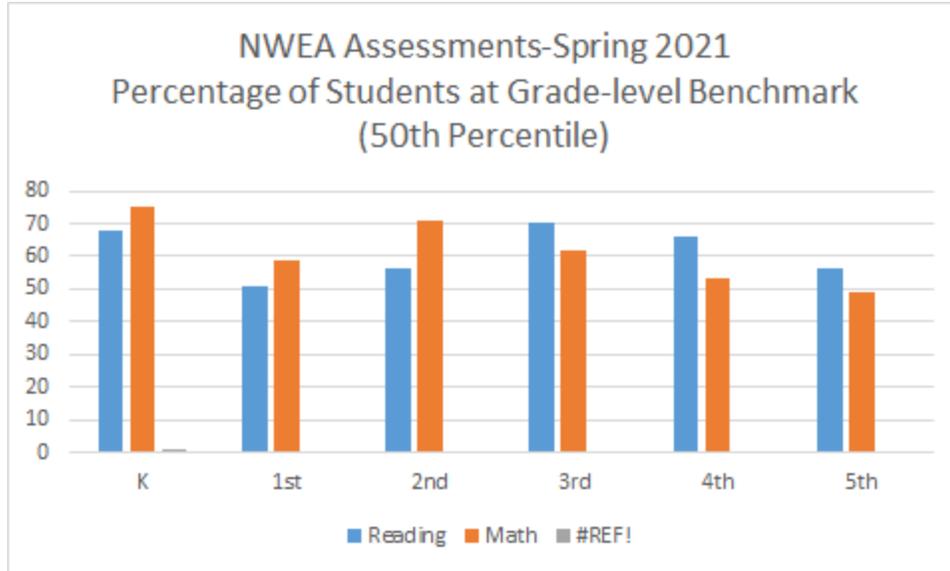
The decrease in the percentage of students achieving at the 60th percentile is concerning. Some loss may be attributed to the fact that schools were closed to in-person instruction for nearly a quarter of the school year in spring 2020. Teachers in the district did not press on with introduction of new material during this time of remote instruction but reinforced previously taught skills. Another factor may be that 74 students (~23% of the school population) were enrolled in remote learning for all or part of the school year.

Another area we will monitor closely is the data indicating growth in math. In 2019-20 Eureka Math curriculum was implemented K-5 at Eisenhower. The curriculum addresses grade-level standards in a different manner and at a different pace, going deeper into fewer standards at each grade level.. This may impact NWEA data compared to past trends.

Our most obvious achievement gaps in NWEA assessments are with those students referred for Title I services as well as students within our EL population and those with IEPs. A significant number of these students are also our economically disadvantaged students.

Having a full-time Title I teacher in the building has allowed us this year to increase the number of students to whom we can offer this additional direct reading support.





**Teacher Needs Assessment:** Data from the 5Essentials Survey administered in the 2020-21 school year indicate that “Collaborative Teachers” was the weakest category among the 5 Essentials. Within this category, the lowest measure, with a score of 2/100, is Collaborative Practices. This was the lowest ranking of all the components and measures on the Parent, Teacher, and Student Surveys. Data for this measure is taken from the teacher respondent portion of the survey. From a quick look at the components of the Collaborative Practices measure, it can be surmised that we need to work on a system for allowing teachers to observe each other in their classrooms, both for feedback to the observed teacher and to provide ideas for the observing teacher. This is not a standard practice in the school, but it was made even more challenging due to COVID-19 restrictions. Offering or perhaps mandating this opportunity will be considered for the 2021-22 school year.

Another lower-scoring measure is Collective Responsibility. Particularly in the area of helping to maintain discipline in the entire school, responses ranged from 7% at “none” to 32% at “nearly all” teachers doing this. Teachers and other staff need to be made to feel comfortable maintaining order and reinforcing expectations across the school, not just in their own classrooms.

Yet another weak area identified in the teacher survey lies in the measure of Quality Professional Development. Of the teacher respondents, 36% disagreed with the statement that Professional Development this year *has been sustained and coherently focused, rather than short-term and unrelated*. The school leader has a responsibility to arrange for quality professional development; The Essential area of Effective Leaders was scored by teachers at 50, which is only average; the component of Instructional Leadership was the lowest of four on the teacher survey at 36. The essential areas of Effective Leaders and Collaborative Teachers are certainly linked and both need attention in order to improve.

**Parent Needs Assessment:** Data from the 5 Essentials 2020-21 Parent Survey shows that of the 31.6% of parents surveyed, 97% reported that they were *very satisfied* or *somewhat satisfied* with the education their child is receiving at the school. Ninety-eight percent of parents agreed/strongly agreed that they are comfortable sharing their concerns with teachers at the school.

Eisenhower parents have an opportunity to be involved in our school through an active Parent-Teacher Advisory Committee (PTAC) that meets quarterly. Just before the start of school, we hold our Back to School Night in the fall. We then hold a Parent Orientation for each grade level at which teachers discuss their instructional program and goals for the year. This gives parents a real chance to meet their child’s teachers and hear about expectations for the year. These events were not possible in the pandemic year of 2020-21 but are expected to be reinstated in 2021-22.

During the 2021-22 school year, we intend to plan the return of Family Reading Night and/or Books for Bingo in an attempt to provide more opportunities for parent involvement. Another activity we will explore is periodic Parent Academies to focus on topics of interest to parents.

**Student Needs Assessment:** The 5 Essentials Student Survey was completed by the school’s fourth and fifth grade students in winter 2021. Eisenhower’s results, based primarily on student responses, placed the school in the “More” than average category for Ambitious Instruction. The rating for Supportive Environment was the school’s highest overall of the 5 Essentials Survey at 80/100. On the student survey, responses may indicate that more attention needs to be given to addressing the level of rigor in the classrooms.

Within the Ambitious Instruction section of the student survey, the component “Academic Press” was rated in the “More” category, the highest of the four measures. The measures English Instruction and Math Instruction scored in the “More” rating. Although based on the teachers’ responses, another component of Ambitious Instruction, “Quality of Student Discussion,” scored in the “Average” range and was the lowest rated measure of the survey. Within the student-informed portion of the survey, the lowest ratings came in the component English Instruction and Safety.

The highest-rated component of the survey overall was that of Student-Teacher Trust, which received a rating of “Most.” Within this component, the highest percentage of students marked Agree or Strongly Agree to the statements “I feel safe and comfortable with my teachers at this school” (100%) and “I feel comfortable with my teachers at this school” (100%).

In a previous Student Survey, students also expressed a desire to add some after-school clubs that reflect their interests, such as Technology Club, Drama Club, and Science Club. As a part of the planning process, Eisenhower staff will attempt to research available resources to explore the possibility of incorporating this into our school day or offering these clubs after school.

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

**Schoolwide Reform Strategies** The planning team at Eisenhower Elementary School is currently evaluating the school-wide curriculum and instruction with consideration of the following:

1. Training and implementation of SPIRE reading intervention within first and second grade classrooms for struggling readers.
2. Continued training of teachers in interpretation and use of NWEA data.
3. Schoolwide re-integration of Guided Reading, incorporated into daily reading block.
4. Schoolwide continuation of Eureka Math program.
5. Identification and scheduling of RTI interventions by Dean of Students.
6. Training of all teachers in implementation of recently purchased intervention materials.
7. Alignment of instruction and assessments with primary objectives in reading and math at each grade level.

Use of DRA as a tool to monitor student growth in reading had not been a schoolwide focus at Eisenhower for a number of years. Training/retraining was provided for most teachers in the fall of 2019. Assessing students’ reading skills using DRA gives teachers data for the purposes of grouping students during Guided Reading time and will inform the teacher of the focus of interventions needed for each student. Guided Reading was implemented at each grade level in the 2019-20 school year and will continue in the upcoming year.

In 2019-20, two LD Resource teachers received training in the Wilson Foundations program and Wilson materials were purchased for all grade levels. Kindergarten-third grade teachers have implemented some components of Foundations and are expected to continue in the upcoming year.

Teachers began to utilize the materials and programs purchased for reading and math interventions in 2019-20. Additional materials and online programs were purchased for use in the 2020-21 school year. Beginning in 2021-22, first- and second-grade teachers will begin to implement the SPIRE reading intervention for students who are struggling with reading fundamentals. Training will take place in June 2021.

For the last three years, the district has been researching and piloting various elementary math series. In the fall of 2020, a comprehensive alignment of primary and secondary learning objectives at each grade level was completed. At Eisenhower in 2019-20, all grade levels implemented Eureka/EngageNY Math curriculum. In June

2020, three days of professional development related to Eureka Math were held. Facilitators from GreatMinds.org conducted the sessions, which were attended by all but two of our classroom teachers. In 2021-22, we will continue to utilize the Eureka math curriculum while using the newly-identified primary and secondary Math standards to guide instruction.

Teachers strive to meet the needs of all students to increase achievement. Beginning in 2018-19, a dedicated What I Need (WIN) time was incorporated into the schedule for all general education classes. Although the time was allotted, use of it for Rtl was inconsistent. A goal for 2020-21 was to implement a more structured WIN time, hopefully utilizing specialists who are available each day and volunteers to assist in the classrooms. During this time, differentiated groups would receive enrichment and remediation instruction. However, COVID-19 restrictions interfered with this goal. Teachers were able to schedule some intervention time for their students, and some of our specialists were able to work with students, with either enrichment activities or administering progress monitoring assessments. We will continue to work on a plan for implementing WIN time in a more structured manner in the building.

In the summer before the 2019-20 school year, Title I funds were used to purchase a variety of materials that will be used by teachers as academic interventions in the upcoming school year. Materials include the Wilson Foundations and Just Words materials, Bridges Math Intervention materials, Great Books, Words Their Way, and a variety of other resources aimed at building students' skills in phonics, phonemic awareness, fluency, comprehension, etc. We continue to use Title I funds for materials and online programs--including ALEKS, Reading Eggs, Math Seeds, Zearn, and Reflex Math, among others. Professional development time will be needed to train teachers in how to implement them most effectively during WIN time and beyond.

Currently at Eisenhower, there is one full-time Title I teacher who serves students who are struggling readers. The classroom teachers work with the Title I teacher sharing growth goals, samples of student work, weekly assessments, etc., to ensure a commonality and understanding of progress and strategies for further growth with these struggling learners. An EL teacher works closely with the classroom teachers, using the Journeys curriculum and Wilson Foundations with a focus on vocabulary development. A first-grade teacher and the EL instructor implemented with some of their students the SPIRE intervention for reading. A Professional Development opportunity is planned for June 2021, which will introduce additional 1st and 2nd grade teachers, as well as our Special Education Resource teachers, to SPIRE so they will be able to utilize the program with their students in 2020-21.

Prior to COVID-19, to help meet the needs of students in grades 3-5, teachers had the option of referring two or three students for an after school homework program in which paraprofessionals assist students with homework, skills practice, test preparation, etc. HW Club meets Monday through Thursday from 2:35 until 3:15. Attendance is based upon teacher referral. We plan to re-establish this program in 2021-22, barring COVID-related restrictions.

To further support struggling students, Eisenhower began implementing the district's SPRINT (School Prevention, Review, and Intervention Team) process on a schoolwide basis at the beginning of the 2016-2017 school year. SPRINT is a multi-tiered system of support (MTSS) designed to maximize the academic and social, emotional, and behavioral learning, progress, and proficiencies of all students. Intervention supports are implemented for students who have been referred for academic (as well as behavioral) needs.

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

School Social Work Services: A school social worker is assigned to Eisenhower four days per week. She provides support to individual and groups of students to address their social skill needs, e.g., mindfulness, anger management, friendship, as well as any other social interaction issues that impact a student's school performance. Between individual and group sessions, the school social worker saw approximately 15 students with IEPs and 47 additional students referred through the RTI process during the 2020-21 school year. During the

2019-20 school year, the school social worker more directly implemented a school-wide social/emotional and personal safety curriculum with students within the general education classrooms. This continued in the 2020-21 school year. Purchase of the *Circles* curriculum allowed the social worker to use it with general education groups as well as with the students with IEPs.

Peer Mediation: This service is designed to resolve issues and conflicts between students at Eisenhower. Selected students who have completed peer mediation training conduct the peer mediations. Students in need of mediation services to resolve issues can self-request a peer mediation, or teachers can refer them for the service.

Secret Service: The goal of Eisenhower's Secret Service is to provide leadership opportunities for students. Students who are members of Secret Service are expected to follow a code of conduct, which includes demonstrating honesty and trustworthiness, being service-oriented and responsible citizens of their school and community, helping and being kind to others, and modeling positive behavior. Student members are nominated by their 4th and 5th grade classroom teachers and work on service projects and activities at Eisenhower under the supervision of the Dean of Students. COVID-19 restrictions required the suspension of this activity in 2020-21, but we plan to re-establish it in the 2021-22 school year.

Screening, Assessment and Support Services (SASS) and Crisis and Referral Entry Services (CARES): CARES calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 6 months after as needed. It was not necessary to utilize this service during the 2020-21 school year, but it remains an option for students in crisis situations.

MTSS/SPRINT: Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data are collected regarding the effectiveness of the intervention supports for the student. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher. (See Section 7, Schoolwide Tiered Model and Early Intervening Services, for more information about MTSS/SPRINT.)

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

At Eisenhower, kindergarten students are introduced to different careers through guest visits from family and community members who discuss their jobs/careers. Second graders travel to Passavant Area Hospital where they visit different departments and learn about careers. The district offers Saturday Science to elementary students. The University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year. Unfortunately, some of these opportunities were not available in spring of 2020 and during the 2020-21 school year due to COVID-19 pandemic restrictions. We intend to resume these activities post-pandemic.

Eisenhower staff creates awareness of potential careers by inviting community members to present, share information about their jobs and workplaces, and answer any questions that the students may have. Our business partnership with the Pilot Club has brought volunteers to our classrooms in the past. We hope to establish stronger relationships this year with members of this group.

At this time, Eisenhower does not currently have a job shadowing program for students. In our long term planning we would like to implement this program for at least our 5th grade students. This will allow students to experience professional environments and learn how to perform various duties. We will begin by reaching out to our parents, service clubs, and organizations in our community that would be willing to have students intern/shadow at their

job/business.

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

Schoolwide Tiered Model and Early Intervening Services:

As stated previously, Eisenhower implements MTSS/SPRINT on a schoolwide basis. The goal of the SPRINT/MTSS process is to determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. Data-Based Functional Assessment Problem-Solving, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instruction and classroom management. The focus of the problem-solving process is within the “instructional environment,” and not just on the individual student of concern. This process consists of

- a. Defining the problem, i.e., problem analysis, to determine why a student is not making academic or progress;
- b. Developing and implementing an intervention plan that includes specific goals, interventions, evaluation strategies, and decision rules or criteria for determining if there has been a successful resolution of “the problem”; and
- c. Evaluating the plan by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.

2. SPRINT/MTSS Teams: At Eisenhower SPRINT teams typically include the school psychologist, the dean of students, the student’s teacher, and his/her parent(s). The teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation. For more complex cases, a multi-disciplinary building-level SPRINT/MTSS Team is also available. The teams focus on analyzing why the student is not responding so that changes in instruction or the implementation of interventions can occur, resulting in student progress and success.

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

- PBIS - school-wide behavior expectations have been adopted and in place for several years. The Behavior Expectations Matrix, which is posted on the school website and in the school handbook, outlines expectations. In addition, behavior expectations are displayed in the school in poster format at various stations throughout the building. These expectations are reviewed periodically during the school year as an adapted PBIS model.
- Peer mediation program, which is designed for students in grades 4 – 5 and offers support for students who want to resolve conflicts in a confidential and safe environment;
- Check-in/Check-out (CICO), which is a Tier 2 intervention designed to help students stay on track to meet behavioral expectations during the school day;
- A part-time Dean of Students, who works proactively with classroom teachers and their students to intervene early with problem behaviors with the goal of preventing an escalation of behavior to the point it requires more formal disciplinary measures;
- School Social Work services; and
- Two full-time special education resource teachers who provide services to students with behavioral (and academic) needs, including direct services, teacher consultations, and implementation of strategies such as CICO and charting.

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

As discussed in the Comprehensive Needs Assessment section, faculty identified a need for more comprehensive and consistent use of schoolwide behavior monitoring and intervention. Therefore, to address this need in 2021-22, teachers and staff will review and revisit campus-wide expectations to ensure fidelity of implementation of current systems.

In terms of tiered academic instruction and interventions, as noted under the Schoolwide Reform Strategies section, Eisenhower faculty implement the district's standards-based core curriculum and utilize differentiated instruction. Individual and group interventions may be implemented for students. For students who are performing below grade level and identified as needing early intervening services, a SPRINT/MTSS team reviews student data and works to identify the specific skill area in which the student needs supplemental support and what additional supports are needed. Currently, this problem-solving process occurs primarily at the individual student level to identify interventions that the classroom teacher subsequently implements and monitors with support of administration and the school psychologist.

In addition to individual problem-solving, it would be beneficial to expand the problem-solving process to address the common learning and behavioral needs of groups of students. It would benefit Eisenhower staff to review academic data from such sources as DRA, NWEA MAP and behavioral data (e.g., office discipline referrals, behavior charting) more consistently at each grade level to determine the percentage of students who fall within Tier 1, Tier 2, and Tier 3 with regard to learning and behavior needs. This data, in turn, would allow the SPRINT/MTSS grade level teams to identify and implement small group interventions to address similar learning and behavioral needs of students within a group.

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

Eisenhower staff members are reflective and responsive to their growth as instructors to continue to provide the best possible education for their students. Teachers access professional development opportunities offered to all district staff throughout the school year, participate in building-level staff development, as well as additional opportunities offered by the ROE throughout the summer months. While some of these opportunities were curtailed during 2020-21, we anticipate a more traditional year for PD in 2021-22.

In 2018-19, a team of teachers made a site visit to a neighboring school district to learn more about their implementation of Eureka Math. Eureka Math was implemented at all grade levels in the building during 2019-20. Three days of additional (virtual) professional development related to Eureka Math were held in June 2020. Full implementation of the Eureka Math curriculum continued in 2020-21, and will be in place for 2021-22 as we seek to increase the rigor and depth of student knowledge in mathematics.

In June 2021, two teachers will lead an introduction and implementation discussion of SPIRE Reading Program for teachers of first and second grade students in the building, as well as the Resource teachers and the Title I instructor. This program, in limited implementation in one 1st grade classroom in the second semester of the 2020-2021 school year, showed much promise and was effective in increasing reading skills of struggling readers.

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

Jacksonville, Illinois, has a variety of preschool programs that help families prepare their students for the transition to Kindergarten. The Early Years Program is our district's birth to 5 program and screens students in the Eisenhower Elementary attendance area. It subsequently serves any eligible students and supports the students' families. Our Kindergarten teachers assist with the transitioning from early childhood to Kindergarten by participating in the exit meetings held by Early Years Program personnel. In addition, during the spring semester each school year, a Kindergarten Preview generally is held, through which the teachers provide an overview of

and families can ask questions about our Kindergarten program. Due to the COVID-19 closures last spring and again this spring, a video preview of Kindergarten at Eisenhower was recorded and posted for incoming Kindergarten students and their parents to watch.

During the first weeks of each new school year, the building staff plans a Meet the Teacher/Back to School Night, which gives families the opportunity to come in with their students, drop off school supplies, and ask any further questions they might have about Kindergarten. We anticipate a return to this format in August 2021.

## **THE SCHOOLWIDE PLAN (section 1114)**

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

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### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

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

##### **(B) EXCEPTION**

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

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

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

##### **(B) SUPPLEMENTAL FUNDS**

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

#### **3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS**

##### **(A) EXEMPTION**

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

##### **(B) REQUIREMENTS**

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

##### **(C) RECORDS**

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support

the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

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

## **(D) DELIVERY OF SERVICES**

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

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

### 1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

**2021-2022/SCHOOL INFORMATION**

<b>School Name:</b>	Lincoln Elementary School		
<b>RCDT:</b>	010691170222006		
<b>Principal:</b>	Ms. Sue Lovdahl		
<b>Address:</b>	320 West Independence		
<b>City, ZIP code:</b>	Jacksonville Il. 62650		
<b>Telephone:</b>	217-245-8720		
<b>Email address:</b>	slovdahl@jsd117.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
	85%	Y	

**DISTRICT INFORMATION**

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

\_\_\_\_\_  
 Superintendent's Signature

\_\_\_\_\_  
 Date

# Schoolwide Plan Components

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

NAME	REPRESENTATION
Sue Lovdahl	Principal
Janean Mays	Dean of Students
Karen Fezler Allyson Maul	Kindergarten team
Vicky Tabeek Marcia Mosley	Title I team
Jess Brown Jess Brown	1st grade team
Drew Comstock Samantha Gregory	2nd grade team
Melissa Bourne Samantha Carbonell	3rd grade team
Ashley Crowder Austin Crowder	4th grade team
Erin Tighe Angela Russell	5th grade team
Andrea Floyd	Intermediate LD Resource
Steph Noel	Primary LD Resource
Kelsey Mierzwa	Social Worker
Rebecca Erickson	Psychologist
Dorothy Fernandes	Speech and Language
Janean Mays	Dean of Students
Sharon Johnson	ELL

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

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

**Conduct a comprehensive needs assessment of the entire school:**

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

Lincoln Elementary school is one of six elementary student attendance centers in Jacksonville School District 117. It is located on the Northside of Jacksonville within the city limits and has a total enrollment of 284 students. Data from the 2019 - 2020 School Report Card show that the racial/ethnic background of our student population is 51.9% White, 34.2% Black, 3% Hispanic, 0% Native Hawaiian/Pacific Islander, 0% Native American, and 11% of two or more races. Lincoln has a low income rate of 85.2% which makes it the elementary attendance center with the highest rate of poverty. The incidence rate of students with Individualized Education Programs (IEPs) is 21%. Four percent of students are categorized as English Language Learners. Finally, Lincoln has a mobility rate of

22% and 8.9% of students were reported as being homeless. The percentage of students who miss 10% or more of school days per year regardless of excused or unexcused is 23%. This has an impact on our student learning.

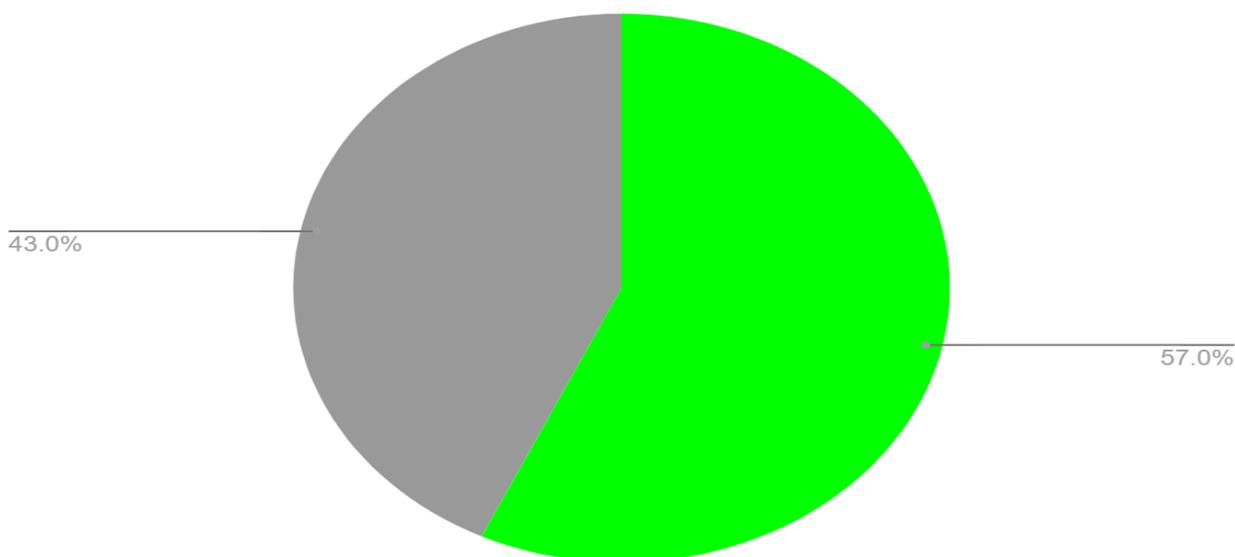
### **2020 IAR Assessment Data**

Due to the nationwide Coronavirus pandemic, students were not able to take the 2020 IAR assessment.

### **NWEA MAP Data**

Students take the NWEA MAP test three times a year: fall, winter, and spring. This chart illustrates the percentage of students in grades K-5 whose percentile ranking on the NWEA reading test maintained or grew from the fall to the spring test. We look at the percentile ranking instead of the RIT number (points earned on the test) because it is more valid. The percentile ranking should not go down if a student has made adequate progress. A RIT score can go up and a percentile can still go down because although the student scored more points on the test than last time, they did not grow the number of points that they should have to maintain their percentile standing. The percentiles compare students to the normative growth of all students in that grade level that also take the NWEA test nationally. Our goal is to have students' percentile ranking at or above the 60th percentile, although the NWEA website suggests that the 50th percentile is sufficient. Fifty-seven percent of the students at Lincoln grew or maintained their percentile ranking from fall to spring on the NWEA reading assessment.

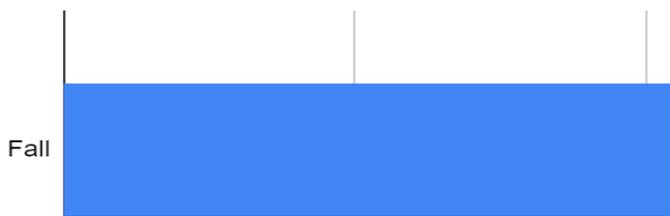
### School Wide Percentile Growth (Reading NWEA) Fall-Spring



### DRA Data

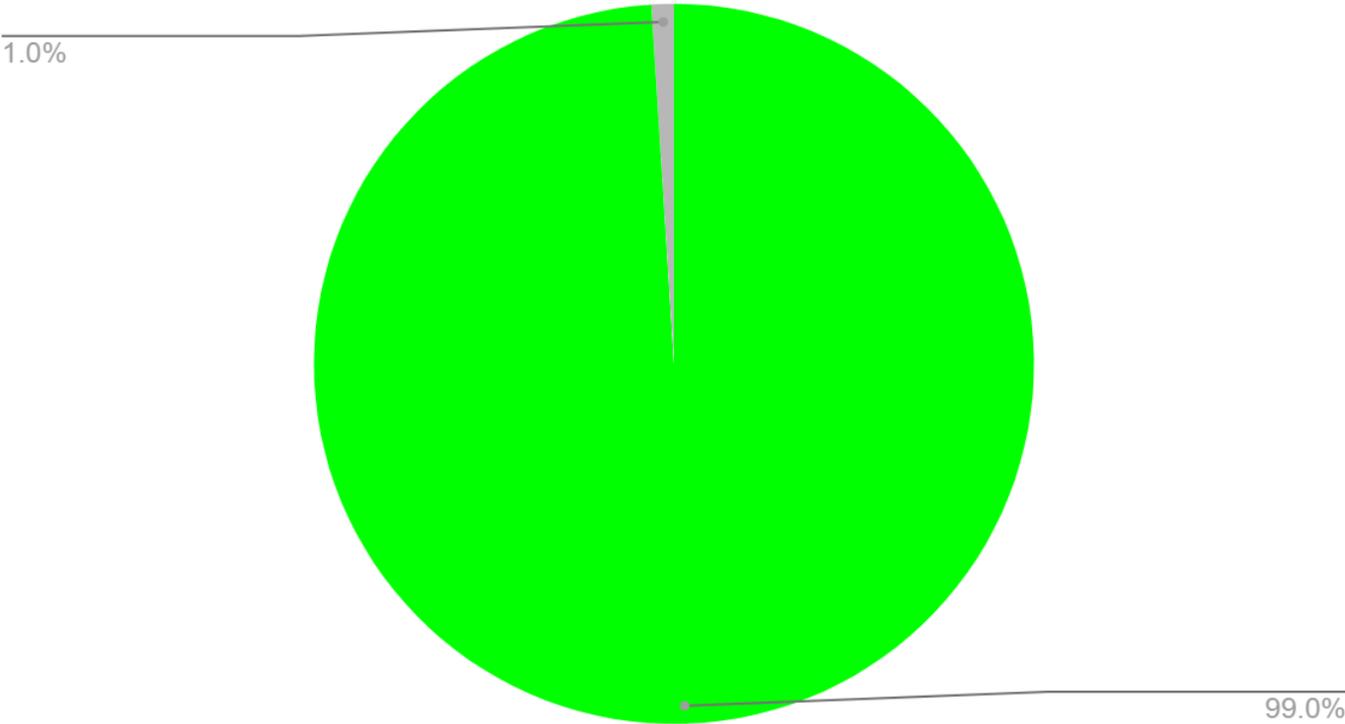
Students are given the reading DRA test three times during the school year: fall, winter, and spring. In the beginning of the year, 42% of students met or exceeded the DRA test for their grade level. In the spring, 66% of students met or exceeded the DRA test for their grade level. That increase of 24% is evidence of the level of academic rigor and achievement our students have earned whilst attending school during a pandemic.

### Students Meeting/Exceeding on DRA



The chart below shows the amount of Lincoln students who grew on the DRA test. Ninety-nine percent of students grew in the reading and comprehension ability levels from fall to spring.

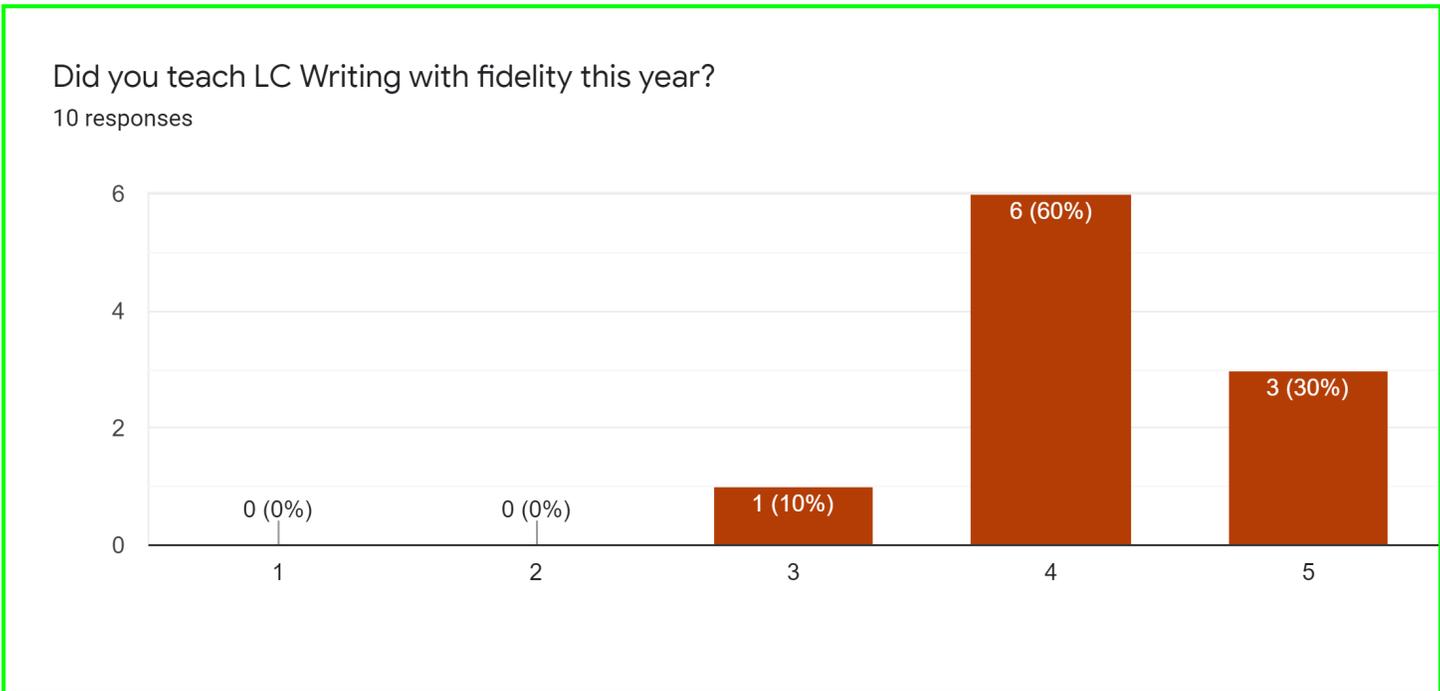
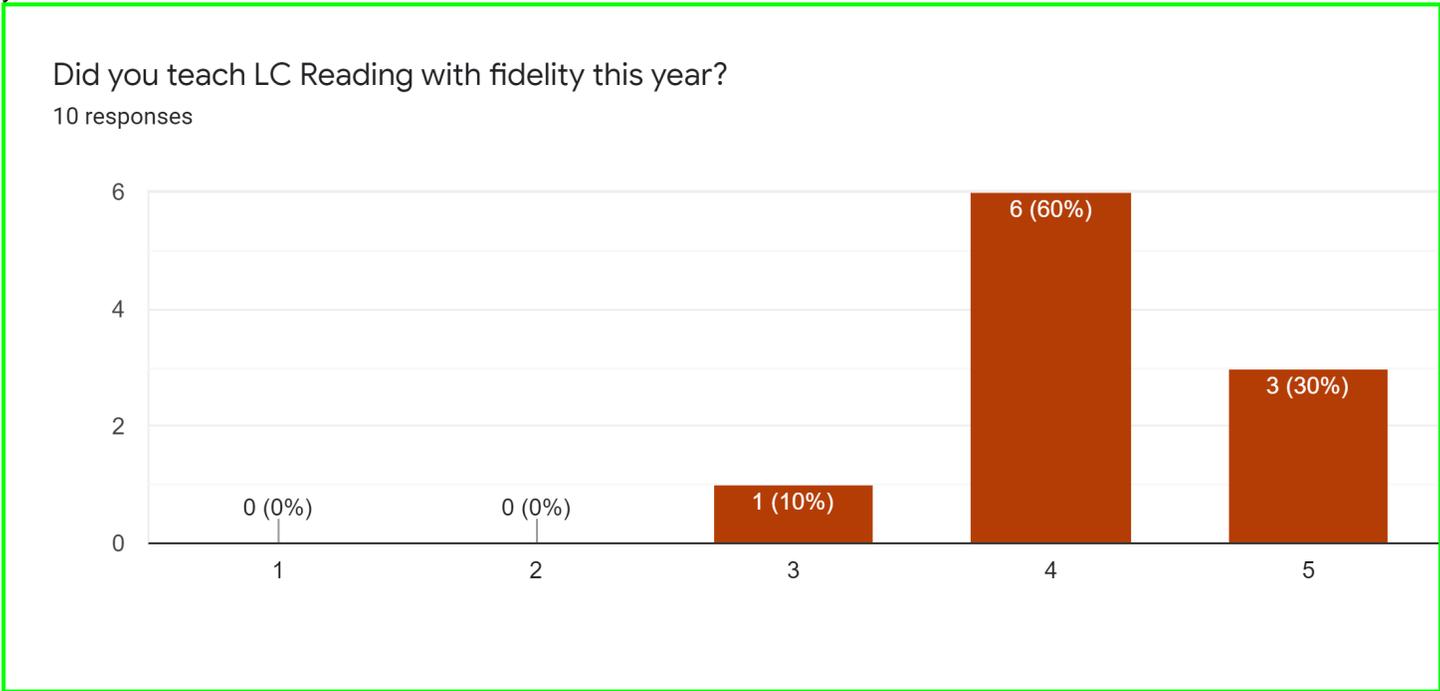
### Percentage of Students Growing on DRAs Fall-Spring



**Needs Assessment Survey Data**

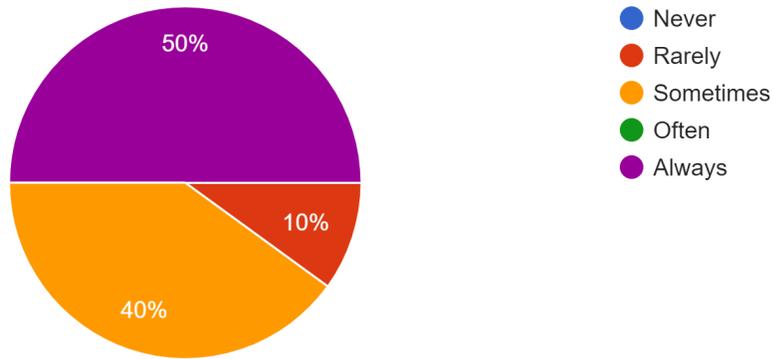
**Classroom Teacher Needs Assessment (Appendix \_\_\_) Analysis of results from the Lincoln Faculty needs assessment survey identified (number) common needs across grade levels:**

Teachers implemented Lucy Calkins Reading and Writing this year along with Words Their Way. Through the needs assessment survey, we can clearly see the benefits of the programs. We can also see the areas where we need to improve. This has helped us put a plan in place to better support classroom teachers in the fall of the 2021-2022 school year. .



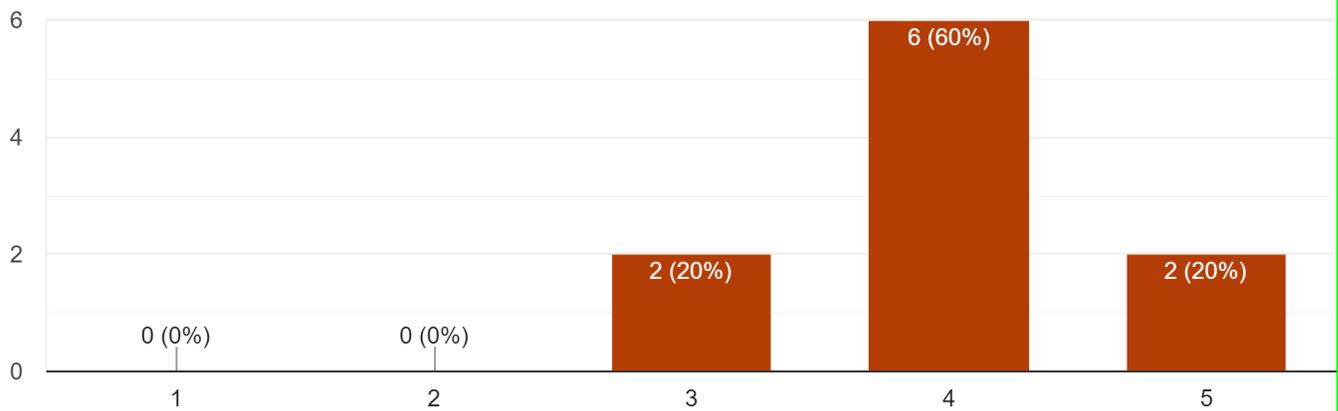
How often did you use WTW with your students this year?

10 responses



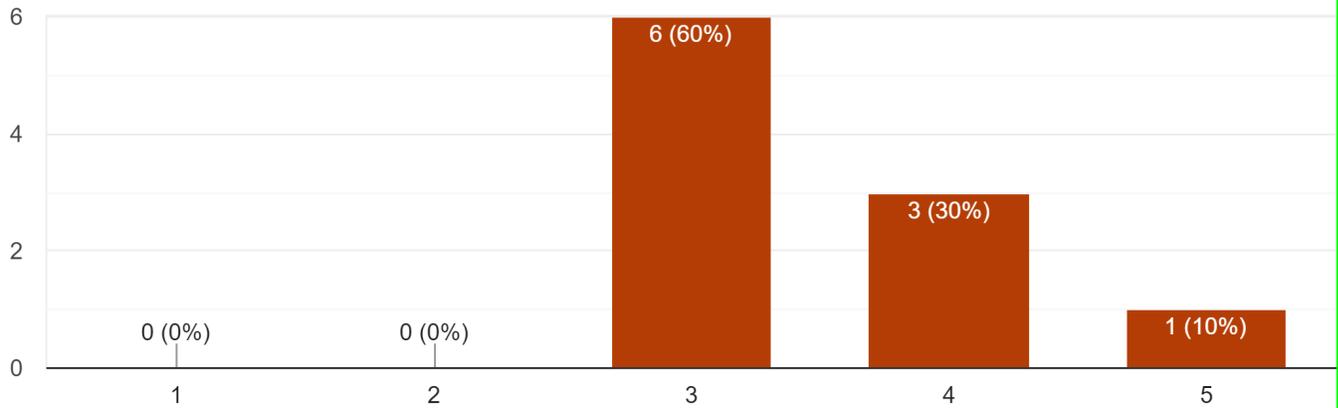
How comfortable do you feel with giving the DRA3?

10 responses



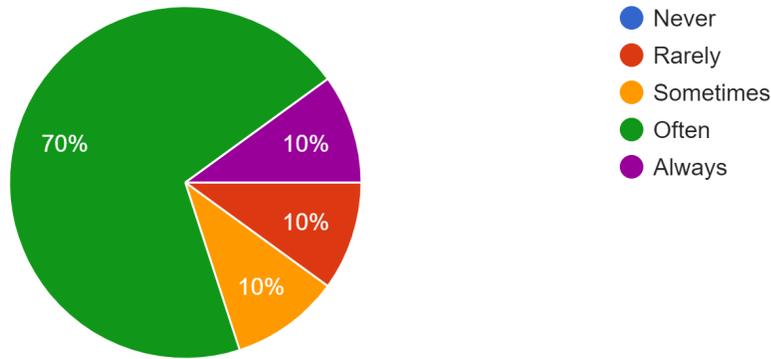
### How comfortable do you feel with scoring the DRA3?

10 responses



### Do you take the data from the DRA3 and use it to guide your instruction throughout the year?

10 responses



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

1. 98% of parents feel that it is easy to contact their child's teacher.
2. 97% of parents responded that Lincoln school provides a safe and clean environment for teaching and learning. .
3. 97% of parents believe that discipline is handled effectively by teachers, dean of students and the principal.
4. 90% of parents felt their child did not get extra help if needed. We were unable to have an after school

program due to COVID.

5. Attendance and tardiness has been a critical issue at Lincoln this year. Parents were asked what we could do to help. The majority of the responses asked for transportation for students living less than 1.5 miles away from school.
6. We had a record number of parent surveys returned this year. Upon reflection of the parent survey and their comments (see below), parents were very appreciative of JSD schools remaining open the entire year and gained a deeper understanding and appreciation of teachers throughout the pandemic.

**COMMENTS: What is working well at Lincoln?**

- My child loves Lincoln. She really had a rough start. She would cry everyday and now she really loves going. We were going to move and she didn't want to leave because she loved the school and the staff. You are all doing amazing things.
- I have truly enjoyed all the staff and teachers that I have had an interaction with.
- Everything seems to be 'working'. My child had a great school year!
- Keep up with the same learning methods!
- Everything is great at this school. Communication is great!
- I love Lincoln school and all the staff.
- No complaints, five stars!
- LOVE LINCOLN! Covid procedures were perfect. It's been a great SAFE year.
- My child did e-learning for the first half of school, since his return everything has gone smoothly.
- Nothing to improve on at this time. Teamwork and communication is amazing at Lincoln.
- Lincoln takes the time to work with the kids. They don't give up after one way of not working.

**Improvements: What is not working?**

- Early dismissal, letting parents know sooner.
- Pick up and drop off services.
- Access to tutoring, after school programs, activity busses.
- Well, I am still trying to figure out why my son was held back. I feel he should be in his right grade.
- Pushing kids forward who are not ready is not helping them, it's setting them up for failure.
- Teachers need more education to learn how to deal with kids.

**Student Needs Assessment Survey (Appendix \_\_\_\_):**

1. 87% of students feel as though the instruction at Lincoln is ambitious and that they are held to high standards
2. 99% of students reported feeling supported by peers in the area of academic work
3. 75% of students described a positive teacher-student trust relationship
4. 69% of students feel that safety is held to a high standard at Lincoln.

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

**Describe schoolwide reform strategies in narrative form to include the following:**

- c. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c) (2)) to meet the challenging State academic standards;
- d. use methods and instructional strategies that strengthen the academic program in the school,

**increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**

- e. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

### **Schoolwide Reform Strategies**

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

1. Continue the implementation of the Lucy Calkins Units of Study in Writing and Units of Study in reading to align writing and reading instruction vertically and horizontally.
2. Implementation of the Lucy Calkins Units of Study in Phonics in grades K-2 to ensure the explicit and systematic instruction of phonics..This will allow for consistency in planning vertically and horizontally for focused instruction to address the student's gaps in phonics skills. By implementing this program students will understand when, how and why they can use phonics to read and write.
3. Implementation of newly formulated district priority standards in the Reading, Writing and Phonics Units of Study.
4. Begin to discuss, research and create common assessments for use in grades K-5.
5. Focus on folding Science and Social Studies into the reading curriculum, making sure to incorporate hands on activities/experiments.
6. RTI groups daily with an emphasis on quick, authentic assessments that will drive instruction.Focus can be either on Reading or Math. Teachers will be led by data.
7. Continue using the WordsTheir Way Differentiated Curriculum to improve upon students' knowledge of spelling and understanding of how words work.
9. Continue using the Bridges Math Intervention program.
10. Implementation of Guided Math (Regan and Tunstall - additional supplements for math).
11. It is imperative that the partnership between school and families continue to develop and remain strong since we have not been able to have face to face conferences/meetings with our parents. We must continue reaching out and offering support in any areas that they may need to provide the basic needs that their children need, in order to be successful in a student setting and for life. We will continue to advocate for a parent liaison and we will ask for a larger amount of money for our Parent Involvement line item for our Title I grant.

Lincoln Elementary School provides opportunities for all children through strong instruction aligned to the Common Core State Standards and JSD's priority standards. Through strategic scheduling, teachers are afforded 120+ minutes of ELA instruction as well as 60-90 minutes of math instruction, as per the district requirements. This block of time includes a whole group lesson, meeting with small guided reading and/or math groups, written responses to either literature or math problem solving, fluency practice, re-reading books, practicing math facts, and hands-on activities with word study and/or manipulatives. All teachers have access to Planbook.com to assist in their alignment to the CCSS. To support our reading curriculum, all teachers have access to a literacy center, organized by levels and genres, including mentor text and big books. Our students also have access to a plethora of independent readers that are organized by level.

Instructional technology is also used to support instruction. It is important for students to have hands-on practice with different forms of technology. At the building level, technology is being used in a variety of ways. Each classroom has access to a Chromebook cart. Classroom teachers have access to a touch screen Promethean board. Programs that teachers have access to may include programs such as Reflex Math, Newsela, Seesaw, Osmo , Flipgrid, Brainpop, and Mystery Science. Subscriptions and depth of use vary by grade level.

To continue to support students' instructional needs, there is a focus on differentiated instruction through small group instruction for both reading and math. The teachers use data from the NWEA MAP assessment, DRA's, and weekly/bi-weekly classroom assessments to create these small or individualized groups. Currently at Lincoln, there are 2 Title I teachers who are of highly qualified status. Due to the research which

shows that intervening early in a child's education is the best chance for preventing academic difficulty as well promoting the retention of learning strategies, the Title I teachers have focused on Grades K-3 in 20-21.. Title I teachers use the Fountas and Pinnell Leveled Literacy Intervention System in grades K-5. Title I teachers use the Fountas and Pinnell Benchmark assessment at the end of every quarter. The Title I teachers work closely with the classroom teachers to ensure rate of progress and to discuss strategies for further growth. The RTI aide will work with the classroom teachers and the Title I teachers to form small intervention groups. The RTI aide will also shadow the Title I teachers while they are working with small groups of learners.

Lincoln school has one ELL teacher, who is shared with 2 additional district schools. This teacher provides daily minutes and support to ELL students as well as providing teachers with resources.

#### Response to Intervention

During the 2020-2021 school year, we had an RTI aide for only the first two months of school. After his departure, our teachers continued seeing students 1-1 or small groups based upon their classroom data and needs whether it was reading or math. We included our specialists (Art and Music) to take small groups of students or ask them to teach an extra art or music session while they pulled students out of their classroom. Our goal for this year is to hire an RTI aide and streamline the process and schedule. We will also continue to build up our bank of interventions and assessments, have additional professional development and conversations with the RTI aide and specialists to ensure quality instruction. Teachers will also be quicker to begin a Tier 2 intervention and fill out the sheet as they are working with a student (s). During this past year, our dean of students assisted in seeing some Tier 2 students in very focused 1-1 sessions. We anticipate for this to happen again next year. Title I teachers will assist the RTI aide in decision making for forming groups, instructional materials and assessments to use and record.

Lincoln staff implemented the Units of study in Reading this past year. Data team meetings were successful because all parties involved could report on the standards that they had covered in the reading and writing units. By having our core instruction/Tier 1 align vertically and horizontally, we can see where our efforts need to focus in the area of Tier 2. Beginning the 2020-21 school year Lincoln staff will begin using the Lucy Calkins Units of Study in Reading. In the 2021-22 school year, we will be implementing Units of Study in Phonics. This will help shore up our foundational skills and provide us with conversations about common areas.

Our district has recently finalized priority standards for each grade level. Teachers will be including these on their Units of study in reading, writing and phonics as another piece of the puzzle to ensure student success. Our staff will understand where students begin their learning and the rate of accelerated progress that we should be expecting through the grade levels.

During the 2020 - 2021 school year, we were unable to have our Back on Track program to help support students who were behind in completing assignments for various reasons (attendance, motivation, suspension, not turning in homework, etc.). We will look at implementing this program in the 2021-2022 school year if the need is warranted.

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

School Social Work Services: A school social worker is assigned to Lincoln 2.5 days a week. She sees students

with IEP (Individualized Education Plans) social work minutes as the first priority. The school social worker saw approximately 20 students (IEP and no-IEP) on a weekly basis during the 2020-2021 school year. According to data provided by the MTSS process and behavioral referrals, we are not meeting the emotional needs of our students. It is estimated that 80% of our students could benefit from Social Work Services. We need a full time social worker at Lincoln.

SASS/CARES: CARES calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 3 months after as needed. During the 2020-2021 school year, 5 CARES calls were made, and a total of 10 risk assessments were made, with subsequent parent contacts as follow-up.

MTSS/SPRINT: Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data are collected regarding the effectiveness of the intervention support for the students. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher and or Title I teacher. (See Section 7, School-wide Tiered Model and Early Intervening Services, for more information about MTSS/SPRINT.) Lincoln currently has 2 full time Special Education teachers and a full time Special Education aide. We have a Speech Therapist that services students 3 1/2 days a week.

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

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

Lincoln Elementary School 1st grade will continue to implement a career research project into their writing curriculum for the 2021-2022 school year.. During this time guest speakers come to the school and discuss their job. Our goal is to invite community members that went to college and members that perform a trade. Students will see a variety of jobs that work together to make our community run smoothly. These professions include: police officer, firefighter, nurse, chef, farmer, mechanic, coach, mayor, postal worker, and more. Students prepare questions to ask the guest speakers in order to better understand their profession and how they play a role in the community. The job of the student is to learn more about the education and skills necessary to pursue these professions in the future.

The Jacksonville School District begins creating awareness of potential careers in first grade. They complete a unit on careers in the spring and then travel to the Children's Museum in Springfield, where they have an opportunity to role play and create their own "On the Job Training." Second graders travel to Passavant Area Hospital where they visit different departments and learn about careers. The University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year this is provided to 4th grade students. This is a monthly program and at the end of every year students take part in a field trip for a hands-on experience.

The 4th grade students at Lincoln also host many outside professionals in local and state government to help connect their learning to the roles of government officials and the learning standards of government. Students are able to ask these government officials various questions regarding their jobs and the affects their roles have on students and their families.

Another way that Lincoln staff creates awareness of potential careers is by inviting community members to attend breakfast with a buddy. This event takes place each quarter, and will continue to occur in the

2021-2022 school year (if regulation on COVID allows it).. During this event, community members such as: firefighters and police officers are invited to come have breakfast with the students. It is during breakfast that our community workers share their role and how they impact our community.

At this time, Lincoln does not currently have a job-shadowing program for students. Lincoln School would love to allow students (3rd-5th) the opportunity to meet with community members and shadow them in their workplace. This will allow students to experience professional environments and learn how to perform various duties. We will achieve this by reaching out to service clubs and organizations in our community that would be willing to have students intern/shadow at their job/business.

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

**Schoolwide Tiered Model and Early Intervening Services**

As stated previously, Lincoln implements MTSS/SPRINT on a schoolwide basis. The goal of the SPRINT/MTSS process is to determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. Data –Based Functional Assessment Problem Solving, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instructional and classroom management. The focus of the problem-solving process is within the “instructional environment” and not just on the individual student of concern. This process consists of:
  - a. Defining the problem, i.e., problem analysis, to determine why a student is not making academic or behavioral progress;
  - b. Developing and implementing an intervention plan that includes specific goals, interventions, evaluation strategies and decision rules or criteria for determining if there has been a successful resolution of “the problem”; and
  - c. Evaluating the plan by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.
2. SPRINT/MTSS Teams at Lincoln consist of the Dean of Students who coordinates the meetings, sends out invitations, serves as facilitator, and manages all paperwork, the Principal, classroom teacher, special education resource teacher, and parent/guardian. Additional people are invited to attend as needed, such as social worker, school psychologist, speech and language teacher, or EL coordinator.

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

Tier 1

School-wide behavior Expectations: As the school year begins, parents are given a Student Handbook which clearly outlines expectations and procedures for a successful and positive educational experience. Parents are made aware of tiered consequences for behaviors and are asked to sign off on receiving and reading the handbook. Usually at the beginning of each semester, students are rotated through stations located throughout the school to teach hallway, bathroom, lunch, recess, transition, arrival, and dismissal procedures. However, due to COVID restrictions, expectations were reviewed within the confines of the classroom this year. Our entire staff is highly encouraged to be CPI trained. A

Dean of Students position was created to begin in the 2016-2017 school year for Lincoln. Through that position, a universal referral form was created and behavior documentation has taken place.

In a normal year, we begin each day with all students and staff in the gym for a morning meeting, during which time, shout outs for jobs well done, reminders for why we are here, and repetition of our Lincoln School Pledge, and the Pledge of Allegiance take place. Again, due to COVID restrictions, this year the same things took place, but students were in their classrooms and the messages for the day, repetition of pledges, etc. took place through the school's PA system. An addition to this year was the recognition on the first day of each week of a Student of the Week from each classroom. These students were chosen with the criteria of being responsible in completing all homework and classroom assignments, giving their best effort at all times, and following all behavioral expectations. Our classroom teachers use Classroom Dojo to track positive and negative behavior points throughout the day. Parents have access to this information. Due to COVID restrictions, the use of a paycheck system based on DOJO percentages and our ROAR STORE were suspended for the year. Data has shown that during the 2020-2021 school year we had an average of 98% of our students who remained referral free weekly. Referral free students are rewarded on a weekly, monthly, and quarterly basis. Referral free recognition will continue during the 2021 - 2022 school year. A replacement incentive for the Roar Store has also been planned due to possible restrictions for the upcoming year. There are also monthly Dojo rewards for students having the classroom required percentage of positive points. Lincoln Elementary is a "Bully Free" Zone. District wide parent/teacher conferences are held twice a year.

### Tier 2

Continuous data from the 2020 -2021 school year provided us with weekly, monthly, and quarterly information on our students, showing that on average, 98% of our students remain referral free on a weekly basis. This is up from 95% last year. For the other 2% of students, classroom teachers have used the following things this past year: think sheets, parent communication and informal conferences, and individualized classroom behavior interventions, such as tally charts, talking tickets, individualized reward incentives, and time for time. The Dean of Students used graduated consequences such as conferencing, responsibility centered discipline levels, in-school solutions, problem solving, recess and lunch detentions, office or after school detentions, Change Your Words/Change Your Mindset Think Sheets and counseling, direct teaching of anger management strategies, both In-school and Out-of-School Suspensions, parent communication and conferencing, Chart Moves, Break Cards, and Check In/Check Out with individualized goals. Social/Emotional Learning Groups were suspended this year due to COVID restrictions, but it is our hope that these will return again next year. The use of RTI and RTI Data meetings replaced our JOG teams this year. Teachers who had identified students within their classrooms who were in need of assistance began interventions and discussed these students/interventions at team meetings. These teams suggested possible interventions that could be used in the classroom setting and help the teacher analyze data on these interventions as they were used. This served as a precursor to the SPRINT process.

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

The above procedures and interventions will continue during the 2021-2022 school year.

### Tier 3

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

## **With regard to preventing and addressing problem behavior, Lincoln has the following needs for the 2021-2022 school year**

### Tier 1

Looking ahead, the following needs have been identified for the 2021-2022 school year. Continued professional development training is needed on Behavior Modification, Trauma, Social Maladjustment vs. Emotional Disturbance, Mental Health, and on teaching students in poverty. The Dean of Students will be looking into the use of Conscious Discipline and will also continue to work with students on accepting responsibility for their actions and using problem solving skills. Our current resources for teaching Social Emotional Learning are outdated; therefore we desperately need new resource materials for this purpose (i.e Second Steps, new edition; or similar grade appropriate materials). Our recess and cafeteria personnel will need additional training on consistent and age appropriate activities, expectations, and consequences. Additional recess materials need to be purchased so that a more structured recess time can continue to be developed, taught, and implemented for both indoor and outdoor recess times.

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

### Tier 2

Going forward to the 2021-2022 school year, we have identified the following needs. Although we have made progress in behaviors during the past year with a 3% increase of the student body being referral free over last year, continuous analysis of behavior data needs to be done as well as the identification and implementation of possible changes. The formation of a team to work with the Dean on these things would be helpful. The need for a universal behavior tracking tool to be used in classrooms is evident. Despite an improvement in the amount of behaviors and consequences this year, the Dean of Students was still forced to spend the majority of each day in her office. As behaviors continue to improve, the Dean can be used for observations in the classroom, classroom management strategies and techniques, and the development and monitoring of SEL target skill groups, peer mediation groups, and leadership development groups. In addition we would like to see our social worker, resource teachers, and school psychologist, also have time to assist with observations and suggestions in the classroom for our Tier 2 students. Many of our students need to have adult role models that can be available for them. We would like to develop and implement a teacher mentorship program for the coming year along with peer mentoring for primary students by an intermediate student.

### Tier 3

Lincoln Elementary is in need of a full time Social worker to meet the needs of our students in the 2021-2022 school year. Our Tier 3 students are allotted minimal time from our part time Social worker and due to emergencies and other responsibilities, those minutes are often less than they need. Our students could also benefit from a full time school psychologist in that more thorough Functional Behavior Assessments could be completed and better Behavior Intervention Plans could then be developed. Next year, we also need for our teachers to be trained on the implementation and follow through of Behavior Intervention Plans for the students in their classrooms. We continue to need staff trained and refreshed on Crisis Prevention Intervention (CPI) training.

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

Our professional development plans for the 2021-2022 school year will begin with several summer sessions. Our

professional development sessions will include teachers matching the newly formulated district priority standards to the Units of study in Writing, Reading and Phonics. Teachers will also be able to meet over the summer to align all curricular areas so that we can give attention to all of the moving parts and pieces while impacting student learning both vertically and horizontally. Teachers in grades K-2 will be unpacking an addition to their ELA - Units of Study in Phonics over the summer. At the start of the school year, we will have a refresher training on administering and analyzing the Developmental Reading Assessment. To support our implementation of RTI, we will continue professional development opportunities for our RTI aide(s) and our specialists.

Lincoln teachers will have some teachers new to grade levels that they have not taught before. We will rely on coaching and mentoring by Title I teachers and the Dean of students will assist with the classroom management perspective as well as coaching in the area of mathematics instruction. Collaboration is key.

All staff at Lincoln Elementary will participate in Culturally Responsive Teaching and the Brain training. This approach to teaching by Zaretta Hammond teaches educators how to move students from being dependent learners to independent learners, thus closing the achievement gap between White and Black/Latin-x students. The training focuses on the importance of understanding cultural differences between ourselves and our students. Each staff member has the opportunity to have a positive impact on a student every day at Lincoln. With that in mind, it is important that all staff members are trained- not only classroom teachers.

Culturally Responsive Teaching focuses on taking students through what is called "The Learning Pit." This journey begins with dependent learners and ends with all learners being independent learners. The Learning Pit consists of social emotional skills, Vygotsky's Zone of Proximal Development, and how we process information. Combining these three important educational elements creates a track to bridge the gap and ensure academic success for all students while honing in on important social-emotional skills.

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

Lincoln Elementary School works with the local preschools along with parents to assist students in the transition from Pre-K to Kindergarten. One way in which students are transitioned to Kindergarten is through a Kindergarten preview night held in the spring. This is an opportunity for the incoming Kindergarten students and families to meet the Kindergarten teachers and tour the building. Due to social distancing, the Kindergarten Preview Night information for 2021-2022 is shared with incoming families on slides including photographs of people and places in the school. Lincoln Elementary also has a school wide meet the teacher night for parents to come see their child's classroom and meet their child's teacher held in August before school starts. With social distancing in mind, students can meet their teacher through video calls, pre-recorded virtual classroom tour, and possibly in person at different scheduled times depending on the guidelines provided. As a district, kindergarten teachers have created a checklist of skills children should have as they enter kindergarten. This list is shared with the preschools in the area and given to parents at the kindergarten preview night. Kindergarten teachers gather information to prepare for the upcoming year by meeting as a team on students with specific needs and observing them in their preschool classes. Another method used to help transition students is to work with some of the local preschools to receive documentation on incoming students regarding their strengths and areas to work on, as well as a need for any services. This communication with the preschool program also provides parents information about school registration.

Lincoln Elementary School would like to provide more support to students entering Kindergarten. Due to the lack of preschool attendance by a portion of entering kindergartners, Lincoln School would like to provide a transitional classroom to support students who are not meeting kindergarten readiness skills as outlined by the KIDS assessment. Another way to provide more support would be to extend the communication that is shared with the local preschools to include the local daycares with preschool programs as well. This communication would include registration information, dates of preview and meet the teacher nights, and expectations for upcoming Kindergarteners at Lincoln Elementary School. With an extended communication with the daycares and preschools, the parents will have information that is important for their

incoming students. One way of closing the communication gap is to continue to have school staff members going to visit the daycares and preschool programs, as well as staff attending a family night that is hosted at the preschool programs. Another way to help with the transition would be to provide more assistance in the classroom such as a classroom aide, more volunteers, or a long term sub for the first month of school to help transition the students into school. The help from staff or volunteers would ensure that the needs of each student are being met during this time of learning. Lincoln Elementary would also like to increase the amount of social-emotional support that is available to the students. Kindergarten teachers will have access to sensory tools such as weighted blankets, fidget tools, and pressure activities. Using these tools to help students regulate their emotions, kindergarten teachers will continue to teach calming techniques and implement strategies based on the SEL practices of Conscious Discipline. Another service that Lincoln school would like to provide to students is a push-in speech and language schedule and speech screening. At Lincoln Elementary we have a high percentage of students that require speech and language services; with a speech instructor pushing into the classroom, the students could be supported and language could build in the classroom setting. A speech screening for incoming students would identify what supports would need to be put into place to make the children the most successful.

Lincoln Elementary would like to strengthen the communication between the parents and the school as well. One way we can continue to foster the communication between school and home by having a Kindergarten parent night to check in with families to make sure their students' needs are being met. Other ways we would like to strengthen this relationship would be to have a parent liaison, make home visits, and family activities at school, such as breakfast with a buddy. In 2021-2022, we will utilize the clasdojo website to share work and progress with families on a student portfolio. With these supports Lincoln Elementary will better support students that are transitioning from Preschool to Kindergarten.

### **THE SCHOOLWIDE PLAN (section 1114)**

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

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#### **(A) IN GENERAL**

##### **1. USE OF FUNDS**

###### **(A) ELIGIBILITY**

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

###### **(B) EXCEPTION**

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

##### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

###### **(A) GENERAL**

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

###### **(B) SUPPLEMENTAL FUNDS**

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

##### **3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS**

#### (A) EXEMPTION

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

#### (B) REQUIREMENTS

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

#### (C) RECORDS

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

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

### 1. IN GENERAL

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

### 2. FLEXIBILITY OF FUNDS

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

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

### 3. RULE OF CONSTRUCTION

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

## **Addendum Possible Title 1 Budget Items**

- **Title 1 Math Plan:** Students in grades K-5 who are below benchmark in math, according to NWEA, classroom performance, and teacher observation, would receive Tier 2 and Tier 3 mathematics interventions provided by Title 1 math interventionists. Materials and curriculum for this program would be purchased using Title 1 funds. The percentage of students in grades K-4 during the 2020-2021 school year that are below grade level in math and would be targeted next year with Title 1 math is 44%. Possible funds could be used for teacher coaching as well.
- Use of Capital Outlay for replacement of technology in grades K and 1.
- Increased parent involvement money for books, family night meals and staff members that work beyond their three required evenings. In order to instill a love of reading in our students, the Lincoln staff would like to provide books to students on a monthly basis in order to build a home library.

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

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

### SCHOOL INFORMATION

<b>School Name:</b>	Murrayville-Woodson Elementary		
<b>RCDT:</b>			
<b>Principal:</b>	Emily English		
<b>Address:</b>	307 Masters Street		
<b>City, ZIP code:</b>	Murrayville, IL 62668		
<b>Telephone:</b>	217-882-3121		
<b>Email address:</b>	eenglish@jsd117.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2021 - 2022	55%		

### DISTRICT INFORMATION

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

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

# Schoolwide Plan Components

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

NAME	REPRESENTATION
Emily English	Principal
Erica Helmich	Kindergarten
Megan Philpott	First Grade, Parent
Angel Ewing	Second Grade
Mary Parks	Third Grade, Parent
Gina Lowe	Fourth Grade, Parent
Lisa Horton	Fifth Grade, Parent
Heather Staats	Dean of Students
Monica Dixon	Physical Education
Robin Casler	Interventionist
Ashley Wear	Special Education
Pam Waggener	Special Education
Tammie Powell	Special Education
Amanda Alred	Special Education

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

- 1.
- 2.
- 3.
- 4.

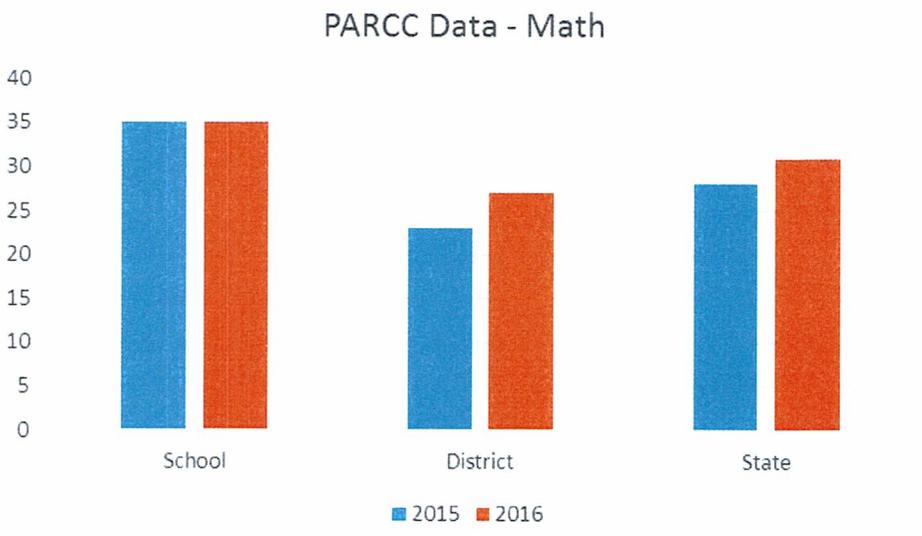
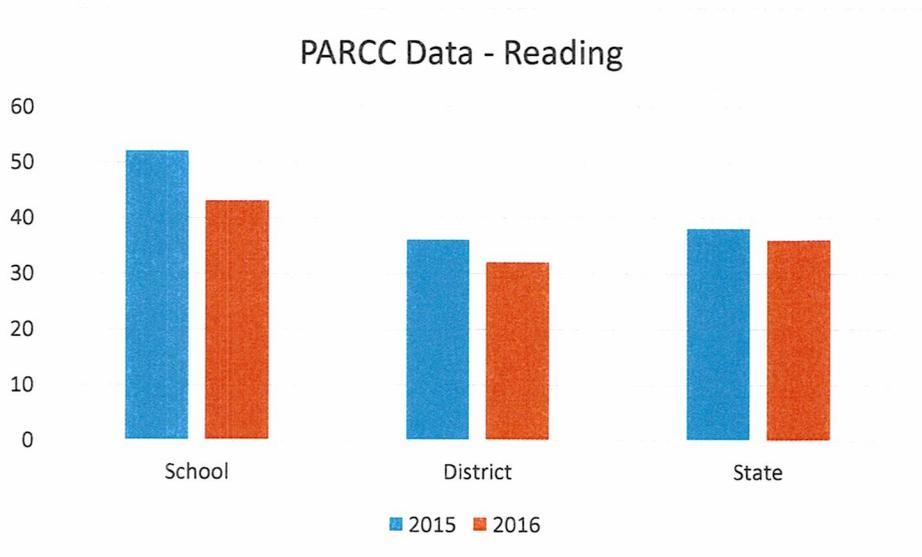
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Murrayville-Woodson Elementary is one of 6 elementary student attendance centers in the Jacksonville School District. It is located approximately 10 miles south of Jacksonville and serves 165 students on the South side of Morgan County. The student population is 88.5% White, 3.2% two or more races, 3.8% Black, 1% Asian 3.2% Hispanic and 1% American Indian. The 2020 School Report Card indicates a 55% Low Income Rate. 31% of students have been identified with a disability which is slightly higher than the district. 4% percent of the student population is categorized as homeless and 1% as English Language Learners. Mobility of the student population at Murrayville Woodson is at 13% and 6.7% of students are chronically truant.

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

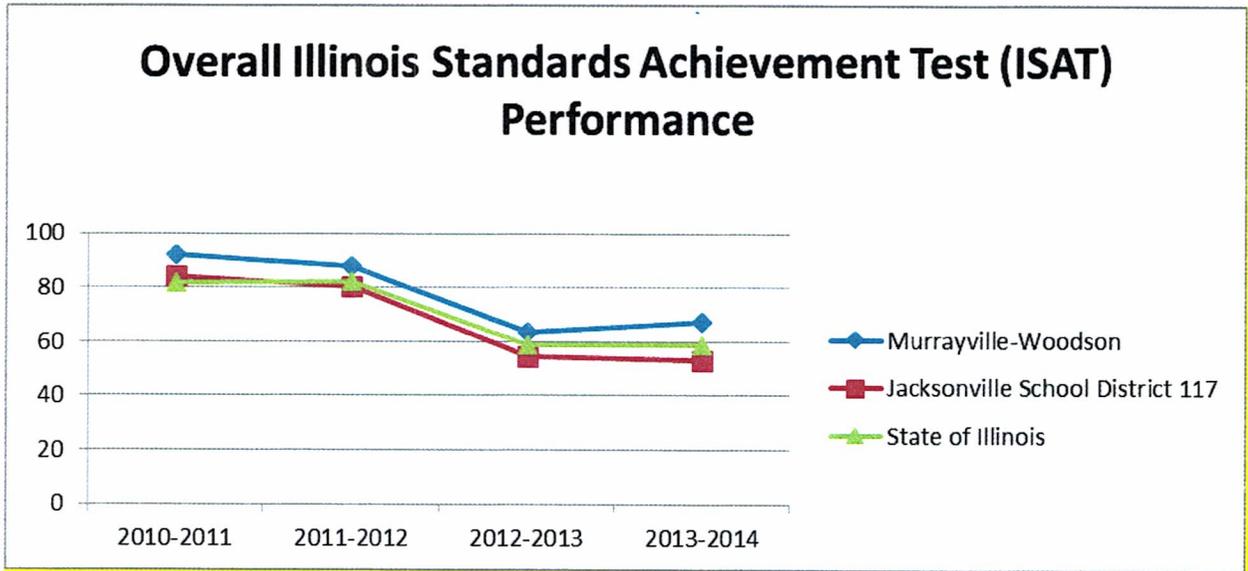
the academic and behavioral data generated in the past years to help paint a picture of our progress as well as areas for improvement. Each year additional surveys are completed by parents and staff. The results are included in Appendix A.

In reviewing the PARCC data from 2015-2016, the scores at Murrayville Woodson Elementary are higher than the district and state composites. There was a decline in scores in reading from 2015 to 2016 and we will continue to monitor this as more data becomes available. Significant achievement gaps were noted between IEP and non-IEP students. The gaps are comparable to those found in the district and in the state averages.

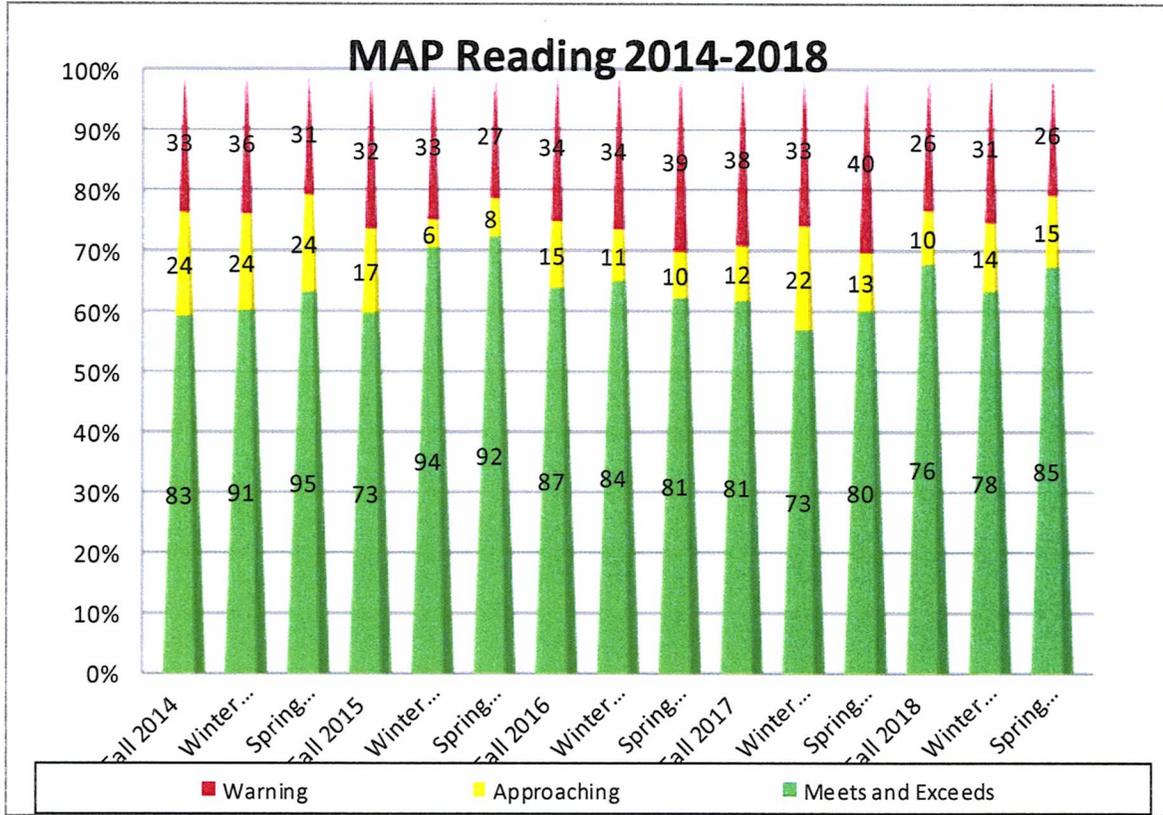


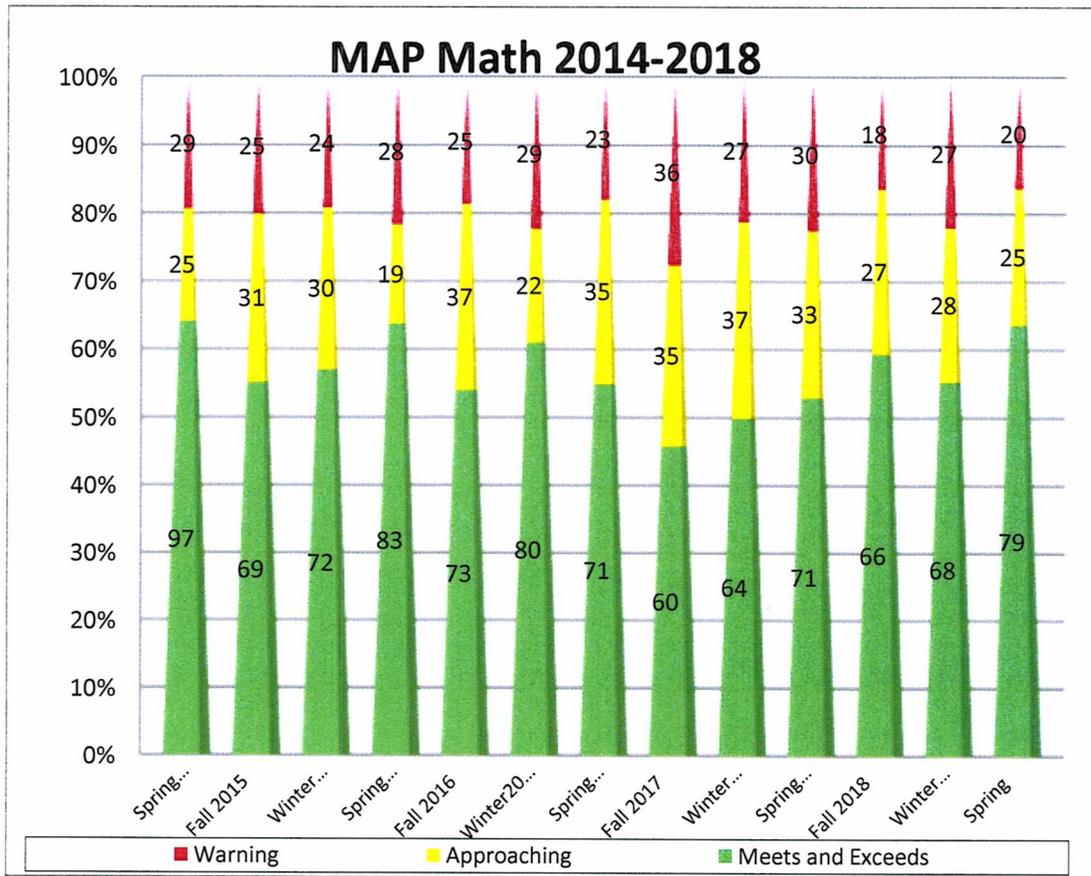
Prior to the adoption of PARCC, the Illinois Standard Achievement test was used to monitor progress. Although Murrayville-Woodson Elementary School was exceeding state and district achievement percentages in overall Illinois Standard Achievement Test (ISAT), a 3 year trend shows a decline in student achievement at Murrayville-Woodson Elementary and at the district and state as well.

In the year 2010-2011, Murrayville-Woodson School's performance was 14% higher than schools within Jacksonville School District 117 and schools within the State of Illinois. In the year 2013-2014, the overall performance remained 14% higher than the schools within Jacksonville School District 117 and in 2014-2015, only 9% higher than the schools in the State of Illinois. In the 2010-2011 school year, student overall performance on the Illinois Standards Achievement Test (ISAT) was at 92.1%. The student achievement declined by 4.4% in the 2011-2012 school year. In the 2012-2013 school year, data shows a sharp, 23.9% decline in overall student performance. Overall student achievement performance remains within the sixty to seventy percentiles in the 2013-2014 school year.

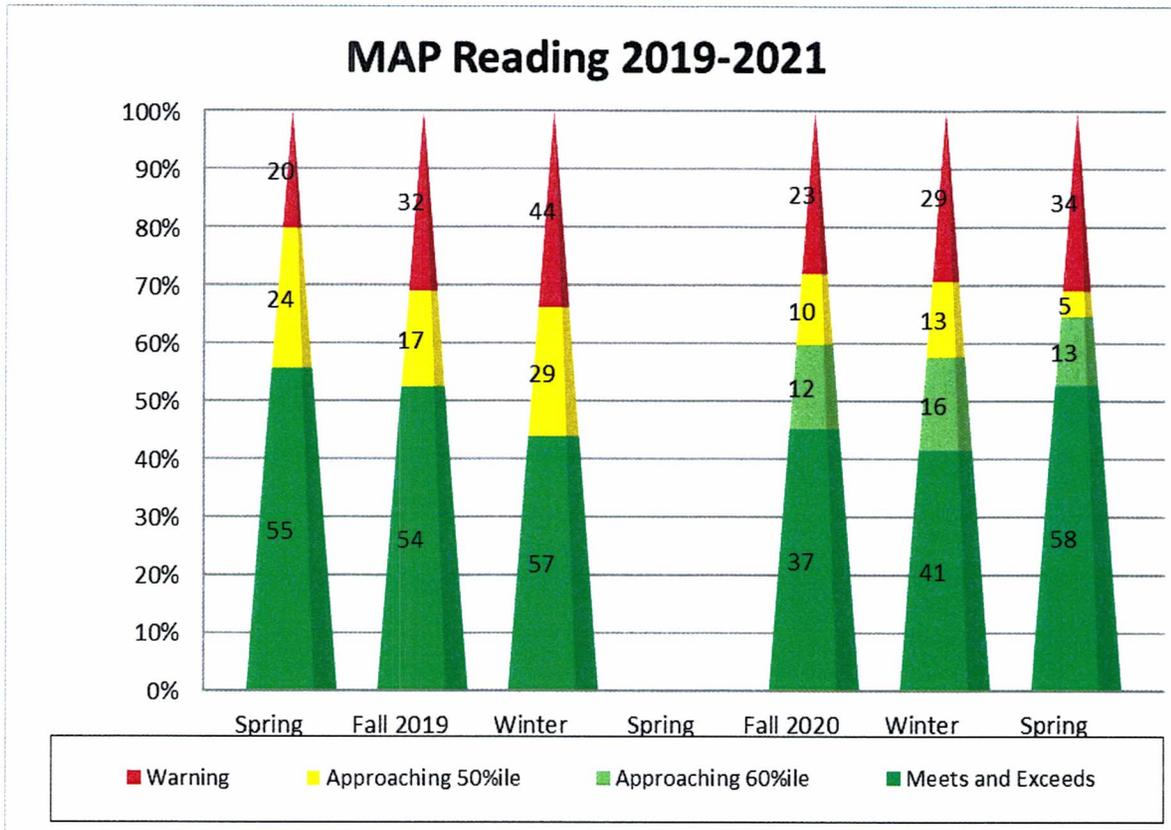


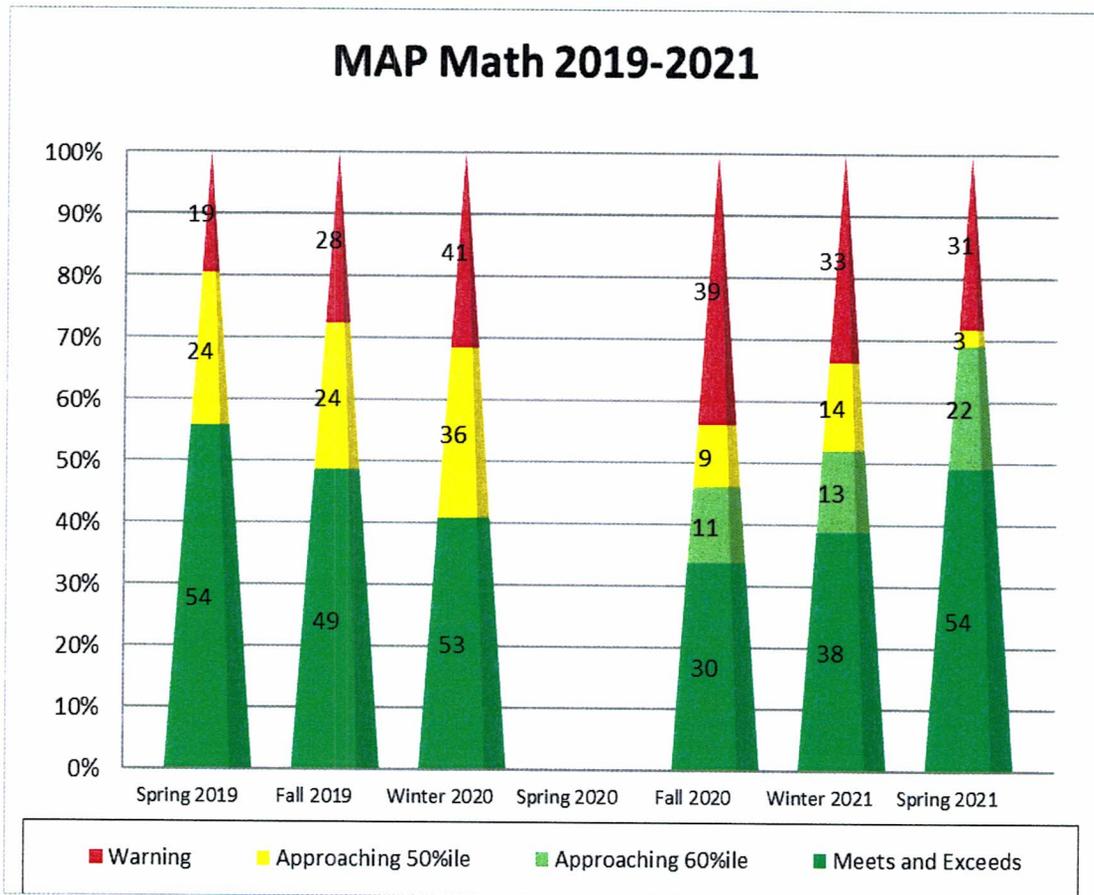
NWEA data indicates that there is a consistent level of students that are at the grade level benchmark in both reading and math. The staff strives to reach annual goals that pushes students toward higher achievement.





During the 2019-2020 School Year, the Jacksonville School District made the decision to push the grade level benchmark to the 60<sup>th</sup> percentile instead of the 50<sup>th</sup> percentile as had previously been used. This changed the way our data looked and we were please with the number of students that were meeting the new goal. Although we saw a drop in the winter testing session, we were hopeful that the student’s scores would rebound in the spring. Due to the Covid-19 pandemic, we did not get to see how close the students came to meeting the new goals. We were able to maintain many of those scores in the Fall of 2020 in reading and math and were happy to see growth in this very unusual year.





According to a 2021 needs assessment survey of the Murrayville-Woodson Elementary School faculty, teachers felt Reading – Teachers explored the on-line components of the program more this year. There is some concern about the gaps in foundational skills as students recover from the school closures in the past year. The teachers very much missed having small group instruction this year. Teachers would like to see Accelerated Reader program more heavily utilized in the school.

Math – Teachers continue to supplement the math curriculum heavily. The priority standards helped determine where to spend the bulk of class time. The online portions of this curriculum did not seem as helpful to the students or the teachers.

In looking at the 2021 parent survey results, 99% of families feel welcome at our school

92% felt their child was prepared for the next grade level.

89% stated that the work their child was doing was challenging.

98% of families stated that the teachers were available if a student needed help.

100% of students reported feeling safe at school work independently.

Families continue to appreciate receiving information by text message, newsletters, and phone.

## RESULTS OF COMPREHENSIVE NEEDS ASSESSMENT

Area for Improvement	Data Source	Potential Plan
Improve Reading Scores  Current % at Benchmark: 52 Goal: 54	Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years.	<ul style="list-style-type: none"> <li>• Target the grades with the highest percentage of students not reading at grade level (as determined by MAP and DRA)</li> <li>• Schedule additional time in the master schedule to add more intervention time for students</li> <li>• Define specific RTI interventions for improvement in skills</li> <li>• Professional Development – RTI and reading progress monitoring</li> </ul>
Improve Math Scores  Current % at benchmark: 49 Goal: 51	Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years.	<ul style="list-style-type: none"> <li>• Focus on math during advancement time.</li> <li>• Focus on hand-on math lessons during 21st Century Lab time.</li> <li>• Define specific RTI interventions for improvement of skills</li> <li>• Continue Crazy 8's recreational Math club K-5</li> <li>• Professional Development - RTI and math progress monitoring</li> </ul>
Improve Response To Intervention Program	Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years	<ul style="list-style-type: none"> <li>• Reboot the RTI program with an overview at the beginning of the year.</li> <li>• Add Tier II progress monitoring support</li> <li>• Develop intervention tracking forms for Leadership binders.</li> <li>• Find additional time in the master schedule for interventions for students.</li> </ul>
Improve Leadership skills in community	Behavior data from 2020-2021	<ul style="list-style-type: none"> <li>• Work on reestablishing school wide leadership roles.</li> <li>• Implement Leadership binders for each student</li> <li>• Focus on academic goal setting within binders</li> </ul>

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

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

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

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

In 2017 there was a 25 point achievement gap between students with IEPs and students without IEPs. Currently the achievement gap in reading has grown to a 32 point gap and closed to a 15 point gap in math. By taking advantage of all the accommodations on a student's IEP as well as increased collaboration between regular education and special education teachers, the Murrayville Woodson staff will be studying teaching techniques, subject areas, disability individualization, accommodations and skills for collaboration in the classroom.

While we do not have current numbers because of the school closure in the Spring of 2020, we are going to continue to provide these services.

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

Our school receives supports from both inside and outside of the school. The classroom teachers at Murrayville-Woodson Elementary School provide many lessons to their classes that relate to the students' social-emotional well-being. Our students in grades 4-5 participate health classes which include lessons on being a healthy individual both inside and out. Murrayville-Woodson also has a school nurse who is ready and available to provide students and families with care and instruction for their on-site health needs. We have mental health trained first responders inside Murrayville-Woodson Elementary School. Our school is also equipped with a school psychologist and school social worker as well as a dean of students. We have several staff members who have been trained by the Crisis Prevention Institute in nonviolent crisis intervention. Morgan County Mental Health (MCMH) is available as needed at Murrayville-Woodson Elementary School in the event of a student crisis. MCMH services are extended when necessary depending on student/family need. We work with Four Rivers Special Education Cooperative to provide our students with Individualized Education Plans with services including, occupational therapy, physical therapy, speech therapy, vision and hearing itinerants and other services as dictated by the IEP with no limit to alternative school settings. The staff at Murrayville-Woodson Elementary School has been trained in *The Leader in Me* program in summer 2017 which further promotes positive character building traits within the school for staff and students.

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

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

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

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

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

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

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

Education professionals at Murrayville-Woodson School have been participating in different professional development opportunities throughout the year. To increase understanding and utilization of technology in lesson planning and implementation, teachers have attended multiple sessions of *Ed-Camp*, a district-wide, educational technology focused training. After deciding to pilot a new reading series in our elementary schools, training was provided to help coach teachers for a smooth implementation this school year. In addition to this training, our teachers have had learning experiences that focused on mental health first response, Daily 3 Math, dyslexia, and dysgraphia.

One professional development opportunity that our teachers especially value is Data Day(s). Educators use these days to analyze data collected from our school-wide standardized testing, prioritize the learning needs of students, and optimize resources to plan for enrichment.

Professional Development during the 2020-2021 school year has focused on preparing for the possibility of going into a remote setting at any time. Building level professional development time was devoted to guidance from [The Distance Learning Playbook](#) by Douglas Fisher, Nancy Frey, and John Hattie.

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

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

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

During the 2020-2021 school year, most of these activities took place virtually. We are looking forward to having out pre-kindergarten families back in person for these activities.

## THE SCHOOLWIDE PLAN (section 1114)

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

### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

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

##### (B) EXCEPTION

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

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

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

##### (B) SUPPLEMENTAL FUNDS

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

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

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

##### (B) REQUIREMENTS

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

##### (C) RECORDS

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

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

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

## **(D) DELIVERY OF SERVICES**

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

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

### **1. IN GENERAL**

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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



**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

**SCHOOL INFORMATION**

School Name:	North Jacksonville Elementary		
RCDT:	010691170222008		
Principal:	Bobbie Mills		
Address:	1626 State Hwy. 78		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-4084		
Email address:	bmills@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2021	65%	Y	

**DISTRICT INFORMATION**

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

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

## Schoolwide Plan Components

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

NAME	REPRESENTATION
Bobbie Mills	Principal
Brittany Mason	Teacher
Rebecca Leahr	Teacher
Rebecca Bourn	Teacher
Carrie Decker	Teacher
Amy Pieper	Teacher
Jodi Heitbrink	Teacher
Kelly Maul	Teacher
Anita Hayes	Teacher
Jennifer Stendback	Dean of Students

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

### Coordination and Integration of Federal, State, and local service programs

The Title services offered in the district are supplemental to any other instructional programs that are offered. These other programs are defined below in Board policy.

#### Education of Homeless Children

- Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education.
- A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law.
- The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.
- A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

- Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law.
- The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.
- If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.

8. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

### Education of Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

### **Migrant Students**

The Illinois Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the State. This Service Delivery Plan, which was developed collaboratively by a broad-based Service Delivery Plan (SDP) Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

### **Legislative mandate**

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);

Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Specifies measurable program goals and outcomes;

Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;

Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and

Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

### **Migrant Students within Jacksonville School District 117 (Board Policy)**

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

#### Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, § 1301 etg., 20 U.S.C. §6391

34 C.F.R. §200.40 - 200.45.

105 ILCS 5/14B-6.

CROSS REF.: 6:170 (Title I Programs)

Jacksonville School district 117 realizes that this policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, Jacksonville School District realizes that Title I funds should be utilized to design a program of instruction that would serve migrant children.

#### Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

#### **State and Local Educational Agencies that coordinate with the Schoolwide Program**

District 117 Utilizes the Family Network that Links Social Agencies together for the greatest success. A list of those agencies is listed on the preceding page and is utilized by staff members in district 117 to help all students and families find what they need to be successful.

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

## Teacher Needs Assessment

All certified staff were sent a google form survey to their email and asked to respond to each of the areas below with positives and improvements needed in an anonymous manner. Below are various responses that were given

### 1. Arrival

The extra time in the morning to visit with students and get things turned in before 8am helped the day get off to a good start. It is wonderful to see the students being greeted as they come in each morning! Parking lot drop-off is run smoothly!

### 2. Breakfast

I like that the breakfasts were easy to hand out with their grab and go packaging. Every student had the choice to eat in the morning, back in the cafeteria next year.

### 3. Lunch

I think the cooler method worked exceedingly well, but I hope that students can eat in the cafeteria next year if covid rules change.

### 4. Recess

There were less reports of conflicts, nice to see the kids in a different setting. Use of the playground once it was allowed was nicely done, more choices if the restrictions are lifted next year.

### 5. Master Schedule

I like having specials spread out and it worked well for us. I like the order of the classes and wish there was more time for each class.

### 6. Dismissal

There are less conflicts when we are waiting in the classrooms instead of the cafeteria for busses and the procedures keep the students safe.

### 7. Reading Programs

I like it and add to it as needed to fit the needs and meet the objectives. Wilson is easy to follow and has a lot of components to support learning, but it can be bulky to leave for a sub.

### 8. Math Programs

Bridges math is easy to follow, I like the new Pearson and wish I had it all year.

### 9. Family Nights

I hope we will be able to have them again next year.

### 10. Christmas Program

It was nice how the music teacher completed them this year and I think it would be nice to have them at North instead of at the High School.

### 11. PBS

The kids enjoyed the altered rewards this year and maybe we should raise the percentage of good days needed

for the older students. I love that everyone really brainstormed and did everything to give the kids a reward that was fun and different while working within the confines of Covid.

#### 12. Professional Development

As we become more diverse a PD on trauma and dealing with students experiencing trauma would be beneficial.

#### 13. Title I Plan

There is a bigger need now with covid and students that were remote for even a portion of the year that will need extra support.

#### 14. Behavior Rewards/ Plans

Happy with what we have and I like what we are doing.

#### 15. Accelerated Reader

When we are able to go back to the candy cart I think students will be more motivated to read at home

#### 16. Data Days

Good to get together and talk about needs and successes.

#### 17. Staff Meetings

Pick a definite day for meetings and a summary of the meeting afterwards.

### **Parent Needs Assessment**

All parents were sent home a survey to fill out and return by the due date. Parents were able to mark Strongly Agree, Agree, Neutral, Disagree, Strongly disagree, or I am not sure as their options. 5 surveys were returned and due to the COVID pandemic we had a smaller return rate than previous years. Below are the percentile totals of that survey.

1. My family feels welcome at North Elementary School.  
100% marked strongly agree/agree
2. At the end of the school year, I feel that my child is prepared for the next grade level.  
80% marked strongly agree/agree and 20% marked neutral
3. The work at my child's school is challenging.  
100% marked strongly agree/agree
4. The report cards and standardized testing results are easy to understand.  
100% marked strongly agree/agree
5. The teachers are available if my child needs help.  
100% marked strongly agree/agree
6. My child is excited about coming to school.  
60% marked strongly agree and 40% marked disagree
7. My child feels safe at school.  
100% marked strongly agree/agree
8. My child has gained social skills with the implementation of the PBS program.  
60% marked agree and 40% marked neutral
9. My child has access to support services if needed.  
60% marked strongly agree/agree and 40% marked neutral
10. My child has access to technology.  
100% marked strongly agree/agree

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

In order to provide opportunities for all subgroups of students to meet the challenging State academic standards, it is necessary to analyze the testing data of the students in each subgroup. This information can then be used to diagnose specific needs and provide prescriptive programming.

#### **Subgroup- Low Income**

North Elementary does not receive academic data from IAR testing on the low income subgroup due the fact that each student is reported as low income since the school-wide Community Eligibility Option (CEO) program is in place. Due to the Covid Crisis, state testing was cancelled for the 2019- 2020 year. Consequently it is difficult to analyze this subgroup. These unidentified students would still receive the appropriate academic support as all students who are not meeting expectations.

#### **Subgroup- Two or more ethnicities**

There are not enough students in this subgroup to provide adequate data so results were inconclusive. North Elementary does implement many programs and instructional strategies that support the students in this subgroup. Programs include Family night, Kiwanis volunteers (during non-covid time), and the Summer reading book program.

#### **Subgroup- Black students**

There are not enough students in this subgroup to provide adequate data so results were inconclusive. Along with the programs that are already instituted to increase academic progress for all students North Elementary will be adding additional literacy materials featuring characters of diverse ethnicities throughout our curriculum.

#### **Subgroup- White students**

Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from the 2018- 2019 IAR assessment are included. 34% of white students met/ exceeded expectations on ELA and 28% on Math, 26% approached expectations on ELA and 32% on Math, 24% partially met expectations on ELA and 20% on Math and 16% did not meet expectations on ELA and 20% on Math for IAR testing. This subgroup is supported by the many academic programs that are instituted at North Elementary School such as the summer reading program, Kiwanis volunteers, RtI process, Title I and What I need (WIN) time scheduled daily.

#### **Subgroup- Female Students**

Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from the 2018- 2019 IAR assessment are included. 40% of female students met/ exceeded expectations, 20% approached expectations, 20%

partially met expectations and 20% did not meet expectations on the ELA portion of the IAR assessment. 20% of female students met/ exceeded expectations, 32% approached expectations, 28% partially met expectations and 20% did not meet expectations on the Math portion of the IAR assessment. Looking at the achievement gap between male students and female students, the composite results showed a 5% gap in 2017, 1% gap in 2018 and 0.8% gap in 2019 which showed that the gap is closing. In order to support the female subgroup, North Elementary School is identifying those students through the RtI process to give them What I Need (WIN) instruction during their schedule

### **Schoolwide Assessment**

In order to determine the appropriate methods and instructional strategies needed to strengthen the academic programming, a variety of assessments must first be utilized in order to analyze student strength and needs. North Elementary School utilizes a variety of student academic assessments including Illinois Assessment of Readiness or IAR and the Northwest Evaluation Association or NWEA. These assessments can be described as screening, diagnostic and classroom-based instructional assessments. NWEA assessment known as the Measures of Academic Progress, or MAP, is the primary assessment tool utilized within the school in addition to the IAR assessment. All students take this computer-based adaptive assessment three times during the academic school year. During the first three weeks of school, this assessment is administered for the manifold purpose of screening to identify those individuals in need of additional academic instruction and intervention, diagnosing strengths and weaknesses in core subject topics, and to determine what revisions are needed to school programs that were in place during the previous academic year. Subgroups (as defined by section 1111(c)(2) are specifically reviewed at this time. The MAP assessment provides detailed data on an individual student's reading and math knowledge base. This data is delivered in the form of an overall RIT score from the Rasch Unit scale, a continuum which measures academic achievement regardless of grade level, and is available to teachers within 24 hours of test completion. Upon receiving their students' scores, teachers are able to analyze which topic in reading and math the students have mastered and which represent areas of need for additional instruction and intervention. Students who are falling below benchmark norms are also assessed with the M-Class program that provides information on fluency, phonemic awareness, letter recognition and phonics. Professional Learning Communities (PLC's) have biweekly meetings for prescriptive use of the learning continuum provided by NWEA to group students based on skill sets that they need to improve. Students are benchmarked 3 times a year and progress monitoring is conducted every two weeks to assess growth. A Google document is created using successful interventions and student performance. The document is modified when needed to provide prescriptive planning information on all students' for their upcoming teachers' use.

In conjunction with the NWEA MAP assessment, the Pearson Education, Inc. assessment known as the second edition of the Developmental Reading Assessment, or DRA3 is conducted three times a year for all students and students falling below the benchmark have an ongoing progress monitoring tool for students receiving Title I reading services. This assessment is performed through systematic observation of student reading behaviors and recorded responses in an individual conference setting. The results of this assessment drive universal classroom reading instruction as well as individualized reading instruction provided by Title I reading teachers as an intervention. Furthermore, the assessment serves as an ongoing progress-monitoring tool to determine a student's reading achievement at independent and instructional levels.

Throughout the academic year on an as needed basis, teachers at North Elementary School keep track of student reading progress in the form of running records which are conducted during individual student reading conferences. This information allows teachers to assess the student's reading level, fluency and comprehension and to gauge student

growth toward grade-level benchmarks and adapt their instruction accordingly.

Students in kindergarten through second grade are assessed a minimum of four times per academic year on their progress toward reading a list of sight words. Any student new to the district or third grade student who scored below 90% at the end of the second grade is assessed on his/her ability to immediately read these mastery words. Beyond the third grade, sight word assessments may be conducted and/ or referenced as a means of documenting progress and growth for students receiving academic reading interventions by Title I. This information is kept in data binders and shared year to year.

North School continues to grow in their use of data to guide instruction. Continuous improvement is fostered through on- going professional development opportunities at the building and district level to enhance knowledge and application of the process.

### **Educational Assistance**

Educational Assistance is provided to students at North Elementary School through a number of programs offered during the instructional day. The process used to identify students in need of educational assistance begins with an analysis of data that is collected through the beginning of the year NWEA MAP reading and math assessments and DRA scores.

Title I interventions are offered to students in groups of 2-4 according to their needs. The primary programs offered as interventions during these 25 minute lessons include Guided Reading Plus, Comprehension Focus Groups, Direct Instruction, Wilson Reading, and Reciprocal Teaching Groups. Students may be involved in a Focus Group intervention and a guided reading plus group all in the same day. Students are initially selected for participation in these groups based on the MAP reading scores, DRA scores and M-Class scores, but may be offered this intervention at any point during the year based upon the consideration of teacher recommendations.

Educational Assistance is also provided to students at North Elementary School through the RTI district wide program and SPRINT Process (School Prevention, Review, and Intervention Team). The SPRINT Team is activated for each child recommended by a teacher for assistance in any area. The team consists of the principal, teacher, special education teacher, social worker, Title I teacher, parent, and any other person that might be crucial to the process. The team meets to determine a student's needs, possible interventions, root cause, and set goals for student success. The team meets as frequently as necessary to help establish pathways for student success.

North Elementary School is the fortunate recipient of volunteer services through Kiwanis, the school's business partner during non-covid times. These volunteers provide tutoring during the school day to individuals or small groups of students in the core subject areas. The content of the tutoring sessions is intended to provide an additional opportunity for students to practice and receive feedback on concepts currently being taught in their core classes. The volunteers also implement the Great Books program which is utilized to improve above average students. Additionally, Kiwanis members also mentor at-risk students.

### **Programs and Educational Services**

North Elementary School uses NWEA MAP test universal screener to begin to identify students in need of Title I services. Students that fall below the reading norm benchmark for their grade level are listed as possible candidates for services. Additional screenings are also conducted using the DRA3. Once students are identified through this process, we

determine how to best meet their needs. Students are placed into 2 distinct groups, those that are our most at-risk, that are below the 25<sup>th</sup>ile, and those that are from 26-59<sup>th</sup>ile on the NWEA norm scale. For students in K-2, we offer two types of intensive interventions for students: Guided Reading Plus and Focus Group with targeted skill instruction using M-Class data and progress monitoring. For students in 3-6 grades we offer Guided Reading Plus, Comprehension Focus Groups, and Reading 3D that utilizes M-Class data to drive instruction. Our students in the lower half of our benchmark grid receive Guided Reading Plus for 25 minutes a day (with the interventionist) and Focus groups for 25 minutes a day outside of the 90 minute core reading block.

Students in the upper half of the grid receive focus groups daily for 25 minutes, but have guided reading 2-3 times a week with the interventionist, in addition to the classroom teacher's guided reading instruction. This process allows us to serve more students utilizing a targeted focus for greater growth acceleration. Progress monitoring is conducted every two weeks utilizing the M-Class assessment, DRA2 reading diagnostic assessment, and/or Running Records. Benchmarking data is also collected quarterly using the M-Class data and NWEA screening is administered 3 times per year. After each screening or assessment, data is analyzed to see how students are progressing and if there are students that are no longer in need of services or if there are students that need to be added for services. Parents are kept up to date about the data on their student and what services the child is eligible to receive. Parents sign the parent compact and receive the parent involvement policy to explain how they too are part of their child's success with the process.

All of our North Staff members continue to be trained in the best practices of reading instruction through building staff development, district training and through professional workshops and conferences attended each year. We will continue to explore new research-based methodologies to continue to improve our skills and processes to do our very best for the students we serve.

As an annual process, at the conclusion of the 2021- 2022 school year, the North Elementary administration and teachers analyze student test data in order to strategically and prescriptively adjust and develop supportive programming for the upcoming school year. Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from the 2018- 2019 IAR assessment are included. North Elementary students made academic growth during the 2020-2021 school year and will continue into the 2021- 2022 school year to keep that level of academic success. Per the North School Improvement Plan on a Page for the 2021-2022, "through the greater use of data analysis, planning, and collaboration, coaching, and the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2022 as measured by the NWEA MAP test". While this growth is significant, North Elementary is continuing to keep the academic growth bar high by expecting 60% of students being able to meet their individual reading and math growth targets..

The administration and teachers extensively reviewed and analyzed data from the NWEA testing this past school year to obtain a clear understanding of the strengths and needs of their students in order to develop and modify the school action plan in order to enrich and accelerate the curriculum and include research based programs and initiatives. Staff shared individual programs that were bringing success with their students and now those programs will be used school wide. Some current programming has been expanded and/or given more specific targets.

In order to identify student hearing and vision issues in a timely manner, the school nurse will conduct hearing and vision screening early in the fall of the school year.

Administration and teachers pinpointed functional language as a weakness for many students that attend North

Elementary. In order to improve functional language for all students a schoolwide focus will be incorporated in classrooms, office, special activities as well the SAIG groups with the social worker. The Speech Teacher will screen the kindergarten students for functional language skills and develop interventions accordingly early in the school year.

Due to Covid protocols throughout the year many students that were remote learning during the 2020-2021 school year will return to in-person learning for the 2021-2022 school year. Early detection of student needs will be vital. Teachers will be given professional development in Rtl instruction and programming before students return to school so that these students can be pre-assessed immediately and given correct instruction and support.

Analysis of student math scores showed a need for a consistent math curriculum across kindergarten through 2nd grade levels. Eureka Math has been implemented and teachers have been trained. The Bridges Math Intervention program has also been implemented with staff support and will continue these new programs into the 2021- 2022 school year.

The teaching staff will continue with prescriptive planning for reading instruction with the Title teacher for intensive focus for targeted students. K-6 word map will be utilized for word affiliations/ synonyms. The Great Books and Read Naturally program will continue to be implemented with above average readers. North Elementary students will be inspired by incentives for applying corrections and becoming an expert in an area with dog tags, leader boards, AR recognition, locker tags, and classroom recognition. Kindergarten-1 students will continue to do the Neuronet program each day. M-class will continue to be used for Tier 2 and Tier 3 students to progress monitor student growth. Professional Learning Communities (PLC) including specialists will have bi-weekly meetings to review progress and plan for next steps.

Below, please find our Plan on a Page for our SIP plan that is completed annually to facilitate our continuous improvement process. This document will be included yearly as part of this plan as a record of our quest to close the achievement gap for students.

**Plan on a Page 2021- 2022**

<p><b>Topics</b></p>	<p><b>Goals</b> <i>(Are the Goals SMART: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>ealistic, and <u>T</u>ime-bound?)</i></p>	<p><b>Action Plans</b> <i>(What specific activities will we undertake to make this happen?)</i></p>
<p><b>Improvement of Teaching and Learning</b></p>	<p>Through greater use of data analysis, planning and collaboration, coaching, and the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2022 as measured by the NWEA MAP test.</p>	<ul style="list-style-type: none"> <li>● Prescriptive planning for reading instruction with Title teacher for intensive focus</li> <li>● Neuronet for all K-1 students prior to academics</li> <li>● PLC’s bi-weekly</li> <li>● mClass Dibels used for progress monitoring</li> <li>● Great Books and Read Naturally program utilized to improve above average students</li> <li>● Incentives for applying corrections and becoming an expert in an area with dog tags, leader boards, AR recognition, locker tags and classroom recognition</li> <li>● Number Talks to increase algebraic thinking.</li> <li>● K- 2nd grade students use of Eureka Math daily for number sense</li> <li>● Intermediate grade levels use of 5 a Day Math review daily with geometry being emphasized at least once a week.</li> <li>● Vocabulary Fishbowl for enhanced vocabulary terms</li> <li>● Vision and hearing screenings in Fall</li> <li>● SAIG groups with Social Worker set up for functional language</li> <li>● Speech Teacher to screen kindergarteners early in the year for functional language skills and develop interventions accordingly</li> <li>● Online Reading and Math programs to supplement for all students- Reflex, Reading Plus, Headsprout</li> <li>● Reading Night for families</li> <li>● STEAM Lab- quarterly challenges</li> <li>● WIN (What I Need) Time focus groups in Reading</li> </ul>

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

- North Elementary provides a school-based mental health program called circles through our social worker. The social worker also specializes in instructional support services, mentoring services, and other strategies to improve students' needs outside the academic subject areas.
- Second Steps: This universal tiered program helps promote social-emotional development, safety, and well-being of children that is taught in the classrooms daily.
- Mindfulness: Mind Yeti is used during the school day with students that need help to calm down and focus their attention.
- Zones of Regulation: Along with the Social Worker the students learn self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- Kiwanis Tutors and Mentors: The Kiwanis Club has maintained a wonderful partnership with North School. They volunteer their time to tutor students in all academic areas as well as simply being a mentor for students to talk and relate to.
- Transition 5th Grade to JMS: Fifth grade students visit the middle school to facilitate a positive transition. Students are given the opportunity to ask questions and coordinate services with the assistance of the staff and teachers. JMS counselors also visit North and talk to students to assist with class selection IEP goals and class placements.
- Fresh Fruit and Vegetable Program: A program that provides fresh fruits and vegetables to students. It introduces children to a variety of produce that may be unfamiliar to them.
- OrganWise Guys: A program that empowers kids to be healthy and smart from the inside out. Body parts come alive and teach about good lifestyle choices.
- SAIG Groups/Lunch Bunch with School Social Worker (Social Academic Intervention Group): The School Social Worker plans weekly skill-building sessions to improve student social skills, problem-solving skills and academic behavior skills.
- Check-In/ Check-Out: Students meet with an adult in the building for a brief review of expectations in and out of the classroom. They are given the opportunity to reflect on their day and make a positive action plan for their day.
- SPRINT Process (School Prevention, Review and Intervention Team): This team meets monthly to set

and review goals of students to improve overall student behavior.

- School Social Work Services: The North SSW provides problem solving services to students and their families. The SSW consults with personnel regarding students, works on behavioral interventions with students based on goals provided on their IEP or SPRINT plans and facilitates any school crisis.
- CPI (Crisis Prevention Intervention): Staff are offered the opportunity to train in the CPI process. This program teaches adults on how to de-escalate problem behaviors or violent students in a non-threatening way.

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

North Elementary provides many activities to prepare our students for postsecondary lives. The programs provide the students with experiences to prepare for college or workforce readiness.

- Each year Jacksonville Middle School has an open-house to allow for 5th grade parents and students to ask questions about their child's upcoming transition to middle school.
- Yearly field trips are designed to expose students to real world experiences outside the traditional academic environment.
- North School is fortunate to have Kiwanis members provide tutoring and mentoring services. These individuals inspire students to set goals to further their education and provide students with the extra help they need to succeed in the classroom.
- 4<sup>th</sup> grade students receive the Ag-Cited program that is provided by the Morgan County Farm Bureau. This program sends guest speakers to present information regarding agriculture, which is a prevalent industry in our community.
- Our science curriculum is supported by the website Science A-Z and National Geographics. These activities allow students to experience, explore and discover new concepts.
- Guest Speakers are invited into classrooms to inform students of the different job opportunities available to them in their local community.
- Older students provide mentoring to younger students. This allows them to prepare to become future leaders.

- Students are expected to participate in public speaking exercises. These opportunities will allow them to feel more comfortable in situations such as: interviews, presentations, and any other situation in which other oral communication is warranted.
- STEAM Lab at North Elementary School provides students with hands-on opportunities in Science, Technology, Engineering, Art, and Math. We also incorporate quarterly grade level challenges to broaden students' knowledge of STEAM.

By providing our students with a variety of opportunities our North School community will be prepared to excel in their future college and career endeavors.

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

North Elementary School provides many activities and many intervention services that are designed to prevent and address problematic behaviors that can interfere with a successful classroom learning environment.

- PBIS- Positive Behavior, Intervention, and Supports is a multi-tiered, team based, systematic approach used to teach and reinforce behavioral expectations to students. The intent is to define and teach school-wide behavioral expectations, providing high- frequency, intermittent and long term acknowledgements for students who demonstrate these expectations. A team is also in place that conducts and evaluates the success of the interventions put in place to support students who have not responded positively to the universal system. Team meetings are intended to design systems of interventions, identify areas of strength and need in the school-wide system to support the practice of consistent, proactive, and objective decision-making.
- Sprint- School Prevention, Review, and Intervention Team- The Sprint team is a group of teachers and support staff that is activated for children who have been recommended by a teacher for assistance in any academic or behavioral area. The team consists of the principal, teacher, special education teacher, social worker, Title 1 teacher, parent and any other person that might be crucial to the process. The team meets to determine a student's needs, possible intervention, root cause, and sets goals for student success. The team meets as frequently as necessary to help establish pathways for student success to review data and monitor progress towards individualized goals.
- SAIG- A Social Academic Instructional Group which can be provided to students who need guidance from a mentor in areas of social emotional instability.
- Check-In/ Check-out- This program pairs students in need with positive staff members who can meet briefly throughout the day to remind and motivate students to make choices that will help them be successful throughout their day.

- Second Steps: This universal tiered program helps promote social-emotional development, safety, and well-being of children that is taught in the classrooms daily.
- Mindfulness: Mind Yeti is used during the school day with students that need help to calm down and focus their attention.
- Zones of Regulation: Along with the Social Worker students learn self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- Crossroads Learning Center- This is an off campus program offered to students who need alternative placement for in-school suspension or suspensions lasting longer than 3 days. Staff members from CLC are also available on a consulting basis to help intervene when problematic student behavior arises.
- Dean of Students- This additional administrator is assigned to North School to assist the administration with managing and enforcing expectations for student behavior.
- Motivational group- A service provided by special education staff and administration that facilitates the transition of students from home environment to a learning environment.
- Mentoring/Tutoring- These are special volunteers who are paired with students who need a positive influence and role model to help inspire and motivate them to be prepared for school and be an active participant in their own learning and life.
- Class Dojo- This online behavioral system connects teachers, students and parents to help create a positive classroom culture. Teachers and students can track both positive and negative behaviors throughout the day, and parents can instantly access this information and communicate with the child's teachers.
- Parent Contact/Conferences- Parental contact happens daily between teachers and parents to facilitate open communication about behavior that occurs in the classroom. Face to face conferences occur twice a year, once in the fall and once in the spring but may be requested by parents or teachers more frequently if necessary.
- Research-based interventions- Teachers use many different techniques and procedures that give students skills for positive change in students' performance that put students in charge of his or her learning.
- Brief Functional Behavioral Analysis-This is a proactive plan that assesses the relationship between the inappropriate behavior and the purpose or reason that the behavior occurs. Interventions implemented result in significant change in student behavior. Behavioral Interventions Plans typically follow so more appropriate replacement behaviors can be established, eliminating negative behaviors.

- Behavior Contracts- Students, staff and teachers enter into “contracts” with students that spell out in detail the expectations of students and teachers in carrying out an intervention plan.
- Progress monitoring- Progress monitoring is used to assess students’ academic and behavioral performance while quantifying the students’ rate of improvement and evaluate the effectiveness of instruction for the student. Data tracking is used to create goals for student success.
- Student of the Month- This award is given monthly to students that demonstrate positive academic and social behaviors.
- Red and White Award- A quarterly reward given to students who have no office referrals and display a positive attitude for learning.
- Tribe Award- End of the year reward given to students that have no office referrals and displays a positive attitude for learning all year.

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

A variety of professional development opportunities are available to administrators, teachers and staff. Jacksonville School District 117 provides professional development for all staff throughout the school year. The Regional Office of Education # 1 also provides a variety of professional development for administration, teachers and staff. Professional development in the area of special education for all staff is offered by Four Rivers Special Education District and the local branch of the Council for Exceptional Children.

District Training

- Two day Teacher Institute at beginning of school year- The beginning of the year institute is used to learn new district initiatives and to allow teachers to collaborate across grade levels.
- Curriculum training- The district provides professional development to introduce and support new curriculum initiatives in the schools. Currently the district elementary schools are working to implement a new math curriculum. Professional development is planned for summer and on-going coaching opportunities are being provided to ensure proper implementation of the curriculum.
- School Improvement Days-School Improvement days are provided monthly for training of all employees. The training may include curriculum training for staff, data analysis of student assessments, and goal setting to allow for differentiated instruction.

Building Level Training

- Mentoring- New teachers in the district are paired with a mentor, who helps assist with building and district expectations. Mentors are to meet with their new teacher monthly as well as do periodic observations.
- Professional Learning Communities (PLC's) - PLC's are held twice monthly to coordinate student needs and plan interventions accordingly.
- Wilson Reading- North School will continue the Wilson program for the 2021-2022 school year. This program provides all students with a more in-depth research-based instruction in phonics and language skills.
- Eureka Math - Kindergarten - 2nd grade teachers have implemented this new math program and will continue to get support on this new program
- Math Interventions- Bridges math program was implemented and will continue to be supported throughout the 2021- 2022 school year.
- Book Studies- Two books each year are picked based on the focus areas/ needs in the building.

#### Four Rivers Special Education District/ Council for Exceptional Children-

- Four Rivers Special Education District and CEC- These organizations provide a variety of professional development for administrators, classroom teachers and other support staff in the area of special education during the school year.

#### Recruitment of Effective Teachers (emphasis on high need subjects)

- Illinois College - The principal also works closely with the local college by accepting students for field study and student teaching.

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

- Child Find- Children between the ages of 2 ½ to 5 years of age are screened in order to identify those children who may require further evaluation for developmental delays. These screenings are offered periodically throughout the school year or at parent request.
- District/ School Website- The website provides the school's activities that kindergarten students may participate in.
- Parent Academy- The Early Years Pre-K program provides Parent Academies to support parents with their students' social emotional and academic progress as they transition to the elementary school

program.

- Kindergarten Preview Night- Incoming Kindergarten students and their parents are invited to attend Kindergarten Preview Night and registration to begin the transition to school.
- Meet the Teacher Night and Kindergarten Orientation – Before school starts in the fall, new kindergarten students and their parents may attend the Meet the Teacher Night and Kindergarten Orientation to support a smooth transition from Pre-K to Kindergarten.
- Pre-K and Kindergarten Teacher Observation- Pre-K teachers and Kindergarten teachers are given the opportunity to observe each other’s classroom. This helps with aligning readiness activities for the incoming students as well as observation of the incoming students.
- Data Sharing- The Pre-K program shares current academic and behavioral data on incoming students with the Kindergarten teacher allowing for appropriate curriculum planning for all students.
- Early Childhood Transition IEP Meetings- The Principal, Kindergarten teacher and appropriate specialists attend the transition IEP meeting of early childhood students who will be attending Kindergarten in the fall. This provides the school with the appropriate information to prepare for the incoming student and support her/ his success in the new program.

## **THE SCHOOLWIDE PLAN (section 1114)**

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

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### **(A) IN GENERAL**

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

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

##### (B) EXCEPTION

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

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or

as receiving services provided as supplementary.

#### (B) SUPPLEMENTAL FUNDS

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

### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

#### (A) EXEMPTION

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

#### (B) REQUIREMENTS

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

#### (C) RECORDS

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services,

resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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

## **(C) PRESCHOOL PROGRAMS**

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

## **(D) DELIVERY OF SERVICES**

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

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

### **1. IN GENERAL**

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

### **2. FLEXIBILITY OF FUNDS**

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

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

### **3. RULE OF CONSTRUCTION**

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

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

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

### SCHOOL INFORMATION

<b>School Name:</b>	South Elementary School		
<b>RCDT:</b>			
<b>Principal:</b>	Tim Chipman		
<b>Address:</b>	1700 S. West St.		
<b>City, ZIP code:</b>	Jacksonville, IL 62650		
<b>Telephone:</b>	217-245-5514		
<b>Email address:</b>	tchipman@jsd117.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2021-2022		Y	

### DISTRICT INFORMATION

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

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

## Schoolwide Plan Components

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

NAME	REPRESENTATION
Tim Chipman	Principal
Heather Staats	Dean of Students
Amanda Braley	Music Teacher
Emily Hudson	Title 1 Reading Teacher
Audrey Just	Speech Pathologist
Audra Nelson	Primary Teacher
Dana Fricke	Intermediate Teacher

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

1. Special Education
2. Title 1
3. EL Students
- 4.
- 5.

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

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

### Needs Assessments:

- South School Family Survey (May 2021)\*
- South School Faculty/Staff Survey (May 2021)\*
- 5Essentials (Spring 2021)

\*Copies submitted in the Title binder.

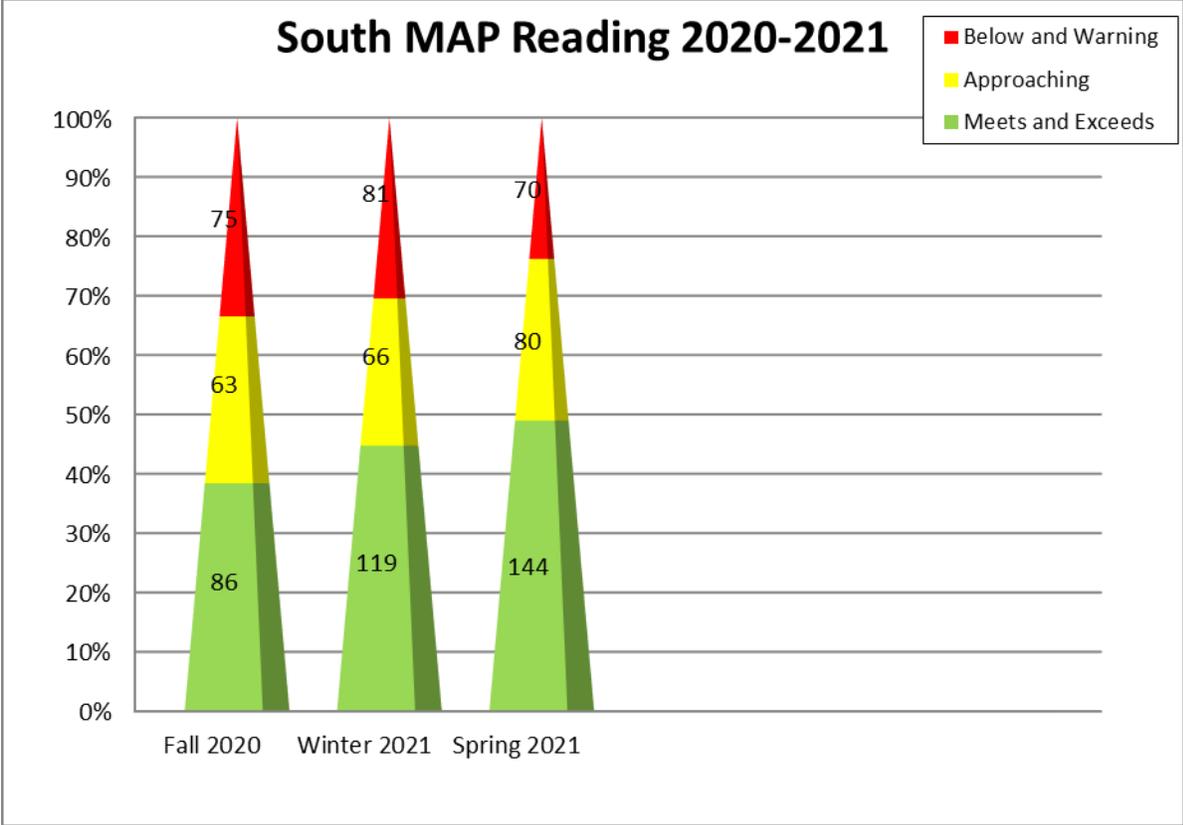
**Needs Assessments**

Based on the school’s End of Year Parent Survey (approximate 13% response rate), 78% of families Strongly Agree they feel welcome at South School; 22% of families Agree they feel welcome at the school. When asked about their student(s) feeling prepared for the next grade level, 93% indicated they do feel their student(s) is prepared. When asked if the work at their student’s(s’) school is challenging, 89% agreed that work is appropriately challenging.

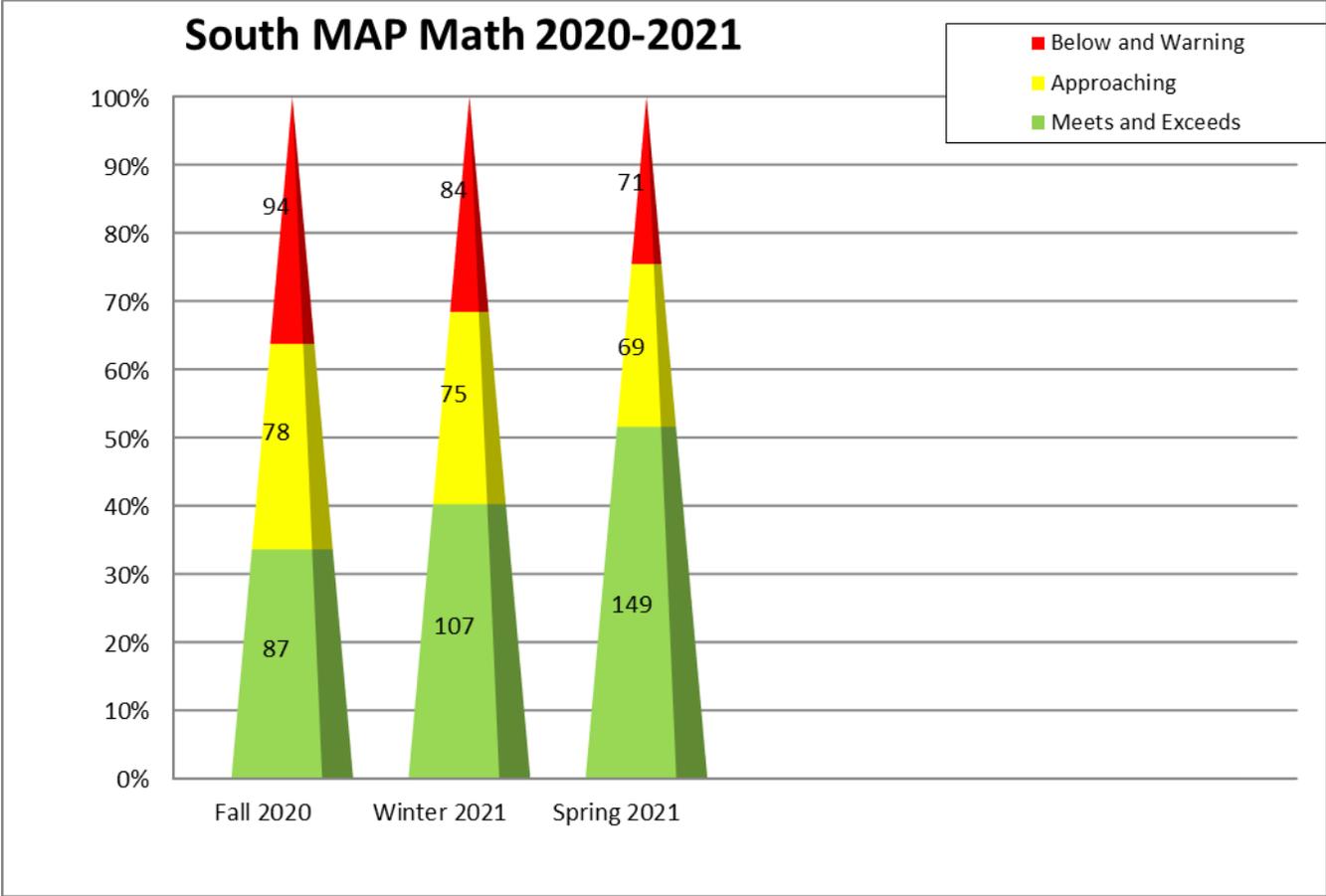
The South Parent Teacher Organization (PTO) held monthly online meetings throughout the 2020-2021 school year.

**Academic Data**

**NWEA Reading – Percentage of students Meeting or Exceeding MOY benchmark**



**NWEA Math – Percentage of students Meeting or Exceeding MOY benchmark**



**Enrollment Information**

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2020	81.3	4.3	4.6	1.8	0	0	8
2019	80.9	4.1	5.1	1.6	0.3	0	8
2018	84.5	4.6	2.7	0.9	0	0	7.3
2017	85.1	4.1	3.2	0.3	0	0	7.3
2016	83.2	3.6	3.4	0.3	0	0	9.5

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

**Meaningful Use of Data:**

Reading: Using three data points (BOY, MOY, EOY): NWEA (CCR) norms, DRA, and Sight Words, we will raise our EOY Meeting/Exceeding (60th%ile) by 10% from the BOY.

Math: Using three data points (BOY, MOY, EOY): NWEA, Math Facts Fluency, and Skyward Assessments Snapshot (first snapshot will be end of first quarter), we will raise our EOY Meeting/Exceeding (60th%ile) by 10% from BOY.

**Collaboration:**

Peer Pop-Ins: At least once this school year, each teacher will spend 30 minutes visiting a colleague's classroom. The purpose of this exercise is to gain professional knowledge in order to be reflective of *one's own* practice.

**Professional Development:**

Math:

1. Development and alignment of common Math Facts Fluency assessments (ie, ESGI, Reflex) built upon Priority Standards (TI August)
2. enVision/Savvas training

Reading:

Science of Reading Book Studies led by Title teachers (Emily is looking into *The Six Shifts: Shifting the Balance*, Burkins and Yates.)

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

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

We currently have two Title I Reading interventionists, one Special Education Resource teacher, a shared EL teacher, one full time Speech Pathologist, and a part time Social Worker for students.

Students are offered opportunities to complete in a Regional Writing Talent Search and Geography Bowl.

Each grade level has access to a classroom cart of Chromebooks, in addition to iPads and Osmos. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with the Title teachers on a bi-weekly basis to plan instruction and discuss student progress. Given the release of pandemic protocols, we look forward to returning to built-in RtI times for each classroom. Grade levels partner together in order to grouped students accordingly.

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

Our South School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. This leaves little time for our SSW to see other (non-special education) students, though our SSW strives to do what she can. There are also times of the year that we ask her to push in and do classroom lessons for the entire school. During the 2020-2021 school year, given the anticipated need of greater support in the area of Social Emotional Learning, our SSW provided PD for teachers in how to best utilize Second Step, our SEL curriculum.

South Elementary is fortunate to collaborate with US Bank and the Jacksonville Rotary Club as business partners. US Bank sponsors our monthly character education awards. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom. Our Rotarians volunteer their time to come into the classrooms to mentor individual and groups of students. They commit to visiting their groups at least one time per week. Passavant Area Hospital partners with our physical education teacher on a 5-2-1-0 Fitness Program.

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

To raise awareness of postsecondary education and workforce opportunities for our students, South Elementary utilizes fieldtrips to provide experiences to our students. Teachers frequently have parents come in and give presentations to students about their careers. Our Rotarian volunteers also provide students with postsecondary experiences. We are fortunate to have the University of Illinois Extension office provide lessons on agriculture and nutrition to our students through "Ag-cited" and "Organ Wise."

This past school year, during the pandemic, we participated in the Kiwanis "Read Across Jacksonville" Day where members of the local Kiwanis Club "zoomed" in to each classroom to read to students and share about their respective careers.

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

Over the course of the year, South Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of “Be respectful, be responsible, be safe,” students were routinely reminded of behavioral expectations over the course of the school year. About mid-year, the installation of the school’s new mission statement, developed through committee work and ultimately a faculty vote, helped solidify our purpose. The statement—*We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence*—was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Two major semester rewards were offered to students on level: a sock-hop just before winter recess, and an outing to the Splash Park just before summer recess. Blue Tickets were handed to students “caught” being respectful, responsible, and/or safe, and quarterly drawings for prizes were conducted in the cafeteria. Several “out of the blue” days punctuated our school calendar as rewards for being on level.

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

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

South Elementary utilizes the SPRINT (School Prevention, Review, and Intervention Team) process set forth by the school district. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher.

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

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

**BEHAVIOR REPORT****2020-2021:****101 Total Referrals****21 Major Referrals (Pink Tickets)****80 Minor Referral (Yellow Tickets)**

11- Playground

4-Hallway

52-Classroom

16-Restroom

14-Multiple Locations

2-PE

1-Bus

**2019-2020:****196 Total Referrals****80 Major Referrals (Pink Tickets)****116 Minor Referral (Yellow**

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

Professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA standards. Monthly "Principal's Meetings" were held which featured academic updates, oftentimes provided by our Title teachers.

In addition to the monthly offerings, teachers were provided two days of teacher institute training before students began school, weekly collaboration with the Title One teacher, KIDS training for Kindergarten teachers, and training for the new reading curriculum. New teachers to the district are offered two days of New Teacher training before teacher institute and provided a mentor.

In Winter 2021, a cadre of South educators, including the Principal, participated in a Conscious Discipline workshop led by Jill Molli spearheaded by Illinois College and the Early Years Program.

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

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

Jacksonville, Illinois has a variety of preschool programs in the area that help families prepare their students for the transition to Kindergarten. The Early Years Program is affiliated with Jacksonville School District #117, and serves many students who will attend South Elementary. Additionally, the school district holds registration on site at many of the preschool programs around town. Again this spring, due to COVID precautions, an in-person Kindergarten night was supplanted by a video tutorial posted on the school website. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

In May, the principal and both kindergarten teachers attended the collaborative Pre-K/K meeting sponsored by the Early Years Program at Central Office.

South Elementary also provides information on the school website and Facebook page.

## THE SCHOOLWIDE PLAN (section 1114)

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

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### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

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

##### (B) EXCEPTION

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

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

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

##### (B) SUPPLEMENTAL FUNDS

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

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

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

##### (B) REQUIREMENTS

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

##### (C) RECORDS

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

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

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

## **(D) DELIVERY OF SERVICES**

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

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

### **1. IN GENERAL**

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

### **2. FLEXIBILITY OF FUNDS**

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

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

### 3. RULE OF CONSTRUCTION

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

**ILLINOIS STATE BOARD OF EDUCATION**

Division of Innovation and Improvement

100 North First Street, N-242

Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN****Section 1114, No Child Left Behind Act of 2001****Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records

**SCHOOL INFORMATION**

<b>School Name:</b>	Washington Elementary		
<b>Principal:</b>	Mary Camerer		
<b>Address:</b>	524 S. Kosciusko St.		
<b>City, ZIP code:</b>	Jacksonville, IL 62650		
<b>Telephone:</b>	217-243-6711		
<b>Email address:</b>	mcamerer@jsd117.org		
<b>Planning Year:</b>	<b>Implementation Year:</b>	<b>Poverty Rate at implementation:</b>	<b>Local Board of Ed. Approval date:</b>

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Jacksonville School District 117		
<b>RCDT:</b>	010691170220000		
<b>Superintendent:</b>	Steve Ptacek		
<b>Telephone:</b>	217-243-9411		
<b>Email address:</b>	sptacek@jsd117.org		

\_\_\_\_\_  
Superintendent's Signature\_\_\_\_\_  
Date

## THE SCHOOLWIDE PLAN

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Any eligible school that desires to operate a schoolwide program shall first develop (or amend for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local education agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that meets the following criteria:

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### (A) IN GENERAL

- i. Describe how the school will implement the 10 components described in section 1114. ***Each component will be listed later to be described in full detail.***
- ii. Describe how the school will use resources under this part and from other sources to implement those components:
- iii. Include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
  1. Special Education
  2. Title I
  3. EL Services
  - 4.
- iv. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3):

**(B) PLAN DEVELOPMENT**

The comprehensive plan shall be

- i. Developed during a one-year period, unless –
  - I. The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
  - II. The school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section
- ii. Developed with the involvement of parents and other members of the community to be served and individuals who carry out such plan, including teachers, principals, and administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such school:

NAME	REPRESENTATION
Mary Camerer	Principal
Alyson Karsgaard	Dean of Students
Jen Nebel, Angela Jackson	Kindergarten Teachers
Elizabeth Culbertson, Linda Hansell	1 <sup>st</sup> Grade Teachers
Cathy Tobin, Stacy Farmer	2 <sup>nd</sup> Grade Teachers
Michele Fernandez, Tracy Thrasher	3 <sup>rd</sup> Grade Teachers
Karmen Birdsell, Anna Chumley	4 <sup>th</sup> Grade Teachers
Jerika White, Michelle Wood	5 <sup>th</sup> Grade Teachers
Tammy Pattie, Tim Sanders, Jo Horabik	Special Needs Teachers
Heather Smith, Diane Enz	Title I Teachers
Abby Cathers, Kelsey Mierzwa	School Psychologist, School Social Worker
Sarah Bruce	EL Teacher

- iii. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school
- iv. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format
- v. If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical education Act of 1998 and the head Start Act.

## 10 COMPONENTS OF A SCHOOLWIDE PLAN

1. Conduct a comprehensive needs assessment of the entire school:
  - Include a copy of the document used to conduct the assessment
  - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>
  
2. Describe schoolwide reform strategies in narrative form including the following:
  - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
  - b. Use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time and helps provide enriched and accelerated curriculum, and includes strategies for meeting the educational needs of underserved populations
  - c. Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the State's standards
  - d. Address how the school will determine if such needs of the children have been met
  - e. Are consistent with and re-designed to implement state and local improvement plans

Washington Elementary will implement the following reform strategies during the 2021-22 school year to ensure that all students can meet challenging academic standards while receiving a well-rounded education. The reform strategies begin with our Tier I instruction. Journeys balanced literacy program, as well as, teaching the Illinois State Standards will be the focus. This consists of whole group reading, guided reading and writing instruction. We will continue to incorporate Words their Way, Lucy Calkins Writing, and LLI interventions for our RTI time. Teachers will participate in professional development in the summer before the 2021-22 school year begins and throughout the school year. A literacy-based science series is incorporated into the curriculum, as well. Emphasis on vocabulary enhancement and working on informational text is a priority. Kindergarten will continue to focus on the Kindergarten Common Core Standards using the Journeys reading curriculum with additional foundational skills, Jolly Phonics, and guided reading lessons. In grades 1-5, guided reading will be taught to all students daily in a small group. Teachers will supplement guided reading with quality texts from the Title I Book Room that are carefully chosen to meet students' needs. We will continue to use Fountas & Pinnell phonics, spelling and word study systems, as well. EL students will continue to receive language support at least 30 minutes daily to enrich the Tier I curriculum.

Classroom teachers will have set times for RTI Interventions daily. Students will be assessed and will be placed in RTI Tier I, Tier II, and Tier III levels. The art, music, media and Title I teachers as well as the Title I paraprofessional will be providing supports during the RTI Intervention time daily. Students will be assessed every 4-6 weeks to check the progress of students and RTI groups and interventions will be changed as needed. Each grade level will meet with the principal and Title I teachers one afternoon a week to discuss progress of students and make sure that instruction is provided with fidelity. PLC and Data Submission Days will take place every six weeks. Interventions will be research based and progress monitored regularly.

Tier III literacy interventions will be provided by Title I instructors and classroom teachers. These interventions will be more intense by decreasing group size and/or increasing minutes of instruction. This data will also be reviewed and progress monitored in addition to Tier II data with the school psychologist and data team monthly.

3. Is instruction by highly qualified teachers: (maintain documentation)

YES

NO (If not, describe areas in need of highly qualified instructors and plans to overcome deficit areas.)

4. Describe high-quality and on-going professional development for teachers, principals and paraprofessionals, and if appropriate, pupil services personnel, parents and staff to enable children in the school to meet the State's student academic achievement standards:

Washington Elementary School has set a goal to offer the highest quality professional development trainings. After studying student data the planning committee identified the following areas for professional development.

1. Words their Way Continued Training with Power Spelling
2. LLI Professional Development
3. Units of Study in Writing (Lucy Calkins) Continued
4. Guided Reading Workshop (For New Teachers and a Refresher for Current Teachers)
5. ESGI Workshop (K-2 Teachers)

Data collection and analysis is a continuous process at Washington Elementary School. All staff share in the responsibility for making, implementing and supporting the changes needed to reach high academic standards. Student achievement in literacy is measured three times during the year using NWEA and DRA2/DRA3 school-wide. Assessment data is recorded on classroom data sheets on the Google Drive. Data days are held three times during the year by the building administrator to analyze the scores and determine the next steps for instruction for each student, as well as, to plan further professional development for staff. Classroom teachers meet monthly with the Title I team and principal to plan and assess Tier II classroom interventions and Tier III instruction and data collected by the Title I Teacher and para.

Washington Elementary School provides a desirable atmosphere for highly qualified teachers. The staff is diverse in experience which benefits both staff and students. Jacksonville School District offers New Teacher Induction Training each year to help new teachers transition to our district. Technology such as Promethean Boards, laptops chromebooks, document cameras, mini-iPads are available school-wide to enhance instruction in the Common Core Standards.

5. Describe strategies to attract high-quality, highly qualified teachers to this school:

High-quality and highly qualified teachers are gained each year. The method we use to attract these teachers is being friendly, personable, knowledgeable and experienced administration that welcomes candidates to our building. We provide an interview setting that is pleasant and we show the candidates how they can fit in to our family oriented building. In addition, we give the candidates tours of our building and try to introduce them to quality teachers who motivate them to join our team. We will invite them to events that we have going on so that they can see the dynamics that we have and how each person plays their role in making Washington a successful team.

We will discuss how the teachers who work in our higher poverty building can apply for loan forgiveness and have had teachers in our building take advantage of this in the past.

6. Describe strategies to increase parental involvement, such as family literary services:

Providing Parent Reading Nights where students can come to school with their parent and receive a new book and read aloud in their own space with their parent is a great way to involve parents in their child's education. Guest readers provide a fun experience on these nights. We provide a diverse selection of books that are at each student's reading level.

We continue to use Title funding to provide new books to send home with students during longer breaks, as well as summer breaks so that they can read these books with their parents. These books are at the individual student's level. We encourage a family night at home where reading occurs with the parents.

Washington School Parent Teacher Organization (PTO) meets monthly where parents receive updates regarding academic and social opportunities. The parents assist in helping plan activities for students throughout the year as well as help with fundraising to provide much needed academic and other items for students.

Parent Volunteers are welcome to sign up to assist in classrooms after having a background check. Parents can come in and assist teachers in classrooms, read with students and help with PBIS reward parties.

Washington School Family Skate Nights are scheduled monthly where students and their families can go to the local skating rink and enjoy family time with their friends and teachers.

7. Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs: (If this is for a middle or high school, describe other transition plans.)

Jacksonville School District 117's Early Years Program provides parents with opportunities to attend academies that focus on academic and social emotional topics to prepare students for kindergarten. Incoming kindergarten students and parents are invited to come to a spring Kindergarten Preview Night. Activities include meeting the teacher, visiting the classroom and gaining an understanding of kindergarten procedures and expectations. A preview video created by our Kindergarten Teachers is on our Washington School Homepage so that parents and students can watch it and become familiar with pictures of the school and information regarding Kindergarten. Various preschool programs arrange for thirty minute classroom visits each spring for incoming kindergarteners. EL students who are enrolled in District Pre-K programs are screened prior to entering kindergarten to determine eligibility of EL services for the upcoming school year.

Newsletters and other information about the upcoming school year are translated into the student's home language. Kindergarten parents and students are also invited to a Meet the Teacher Night where students can visit their classroom, meet new friends and drop off supplies. Jacksonville School District 117's Early Years Program teachers, kindergarten teachers, principals, parents, special education teachers, and the special education administrator are all participants in early childhood meetings that involve students with IEP's. Head Start and Jacksonville School District 117's Early Years Program teachers share student progress information on all of their students with the Washington Elementary School Kindergarten Teachers.

8. Describe measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program:

Washington Teachers are included in the decision-making process regarding the use of academic assessments to provide information regarding the improvement in achievement of individual students and the overall instructional program. Teachers in Jacksonville School District 117 are given the opportunity to align standards and assist in making assessments for units of study.

Washington Teachers use the NWEA MAP Test and the Diagnostic Reading Assessment to check student progress three times a year (beginning, middle, and end of the year). In addition, they use guided reading and running records to assess students regularly.

Washington Teachers meet with the principal and Title I Teachers weekly to provide input and data to make informed decisions regarding improvement of individual students in their RTI Tier groups. In addition, grade level teacher, the principal, the Title I Teachers and the Title I Coach for JSD117 meet quarterly to assess data and make academic decisions regarding students.

9. Describe activities to insure students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided effective, timely additional assistance which shall include measures to insure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance:

Washington Grade Level Teachers, Title I Teachers, Title I Coach and the principal meet every 4-6 weeks to assess the progress of the students in our RTI groups. The use of the Title I, Art, Music, and Media Teachers during RTI time each day for 25 minutes, makes the groups smaller and provides for more direct, intense instruction. Students are divided in to Tier I, II, and III groups and begin the planned lessons quickly on a day-to-day basis. Everyone knows where and what they are doing during that 25 minute period.

The SPRINT Process consists of the principal, psychologist, social worker, the classroom teacher, a learning disabilities teacher, speech teacher, and Title I Teachers, and parent, who after analyzing data, identify a student who needs intense interventions developed by the team. The interventions are implemented, monitored and tracked and the results are brought to the next meeting six weeks later. If the student is making progress, the Sprint Process continues. If not, after meeting and collecting data and trying various interventions then the team decides whether to start the special education process and a domain meeting.

10. Is coordination and integration of Federal, State and local services and programs occurring: (For example: Using Title II-A funds to purchase leveled readers for guided reading at each grade level is approvable. Title II-A funds are typically restricted to class-size reduction, meeting and/or maintaining highly qualified status and professional development. However, within Schoolwide Programs Titles I and II-A may be used interchangeably with this flexibility. Each school must maintain their own documentation.)

- YES
- NO

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

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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

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

**SCHOOL INFORMATION**

<b>School Name:</b>	Jacksonville Middle School		
<b>RCDT:</b>	010631170221013		
<b>Principal:</b>	Gary Barlow		
<b>Address:</b>	664 Lincoln Avenue		
<b>City, ZIP code:</b>	Jacksonville, IL 62650		
<b>Telephone:</b>	217-243-3383		
<b>Email address:</b>	gbarlow@jsd117.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>

**DISTRICT INFORMATION**

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

\_\_\_\_\_  
 Superintendent's Signature

\_\_\_\_\_  
 Date

# Schoolwide Plan Components

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

NAME	REPRESENTATION
Gary Barlow	Building Administration
Celeste Lashmett	Building Administration
Kelly Zoellner	Curriculum Director
Rachel Weber	Title I teacher
Valisha Zimmer	Title I teacher

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

1. English Learners may be served under Title I.
2. Students with IEPs and Section 504 plans may be served under Title I.

1. **Conduct a comprehensive needs assessment of the entire school:**  
See Needs Assessment Tools and results (attached)

**Summary of Needs Assessments:**

A student needs assessment was conducted during the pandemic to help identify any students that may need additional supports during the school year. This could include in person learners and remote learners. 76% of the students feel there is someone they can go to at school if they need someone to talk to. 89% of students reported they have an adult outside of school they can talk to if needed. Students reported that worrying(7.7%) and feeling angry (2.3%) were two areas they have a hard time with.

The 5 Essentials Survey was completed by 57% of JMS students, 68% of JMS Teachers, and 21% of JMS Parents. The Parent survey is attached. Results of this survey will be available after June 30th, 2021.

Themes that require attention based on this Needs Assessment include improving working to build meaningful relationships with students so they know there is an adult in the building they can go to if they need. Coping with student worry and dealing with student anger are also two areas we can work to improve.

1. **Describe schoolwide reform strategies in narrative form to include the following:**  
a. **provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**

All general education students have access to the universal curriculum in the content areas of language arts, math, science, social studies, physical education and health. Collaboration time for content area/grade-level teachers is built into the daily schedule with common planning time. This allows teachers of the same courses to collaborate at least weekly, up to daily, in order to ensure similar curricular experiences regardless of the teacher/team of each student. Common assessments are also

used at each grade-level and content area. Differentiated instruction is also available to all students in the general education and special education classrooms.

Common planning time has also allowed teachers to align their content and curriculum to the state academic standards. Teachers of the same academic discipline have shared planning time daily. This time is spent on lesson/unit planning, data analysis and intervention planning.

The School Prevention, Review, and Intervention (SPRINT) is a process designed for early intervention with students who are beginning to struggle academically and/or behaviorally in the classroom. Teachers, administrators, or parents may refer students. A team of the student's teachers, counselor, the school psychologist and social worker, a parent or parents, an administrator, and the student convene a meeting to determine interventions that might be implemented to assist the student and to discuss any existing interventions. Goals and a progress monitoring plan are put in place and a timeline for reconvening is established for the purpose of determining the efficacy of the intervention(s). This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (NWEA Measurement of Academic Progress test, given three times annually) and on the Qualitative Reading Inventory. Teacher recommendations and evaluations are also considered. Those students placed in a reading intervention class will receive intensive instruction. Reading intervention classes use the Leveled Literacy Intervention System designed by Fountas and Pinnell. The goal of reading intervention classes is to accelerate student growth in the area of reading and to close the gap between student performance and expected levels.

Vertical alignment of prioritized state learning standards are assessed and reflected on yearly. Curriculum and assessments in the classroom are designed around these learning standards.

#### **Subgroups:**

**Homeless Students-**The school secretary responsible for enrolling new students and the School Social Worker are trained in identifying students who may be classified as homeless. This is a simple screening process for students new to the district, but the counselors also survey students who are not new to the district to screen for possible homelessness. When a student is identified as homeless, school and district policies and procedures are put in place in alignment with McKinney-Vento requirements and recommendations in order to ensure that these students are able to succeed in the school.

**Children with Disabilities-**Students with IEPs and Section 504 plans have access to the standards-based curriculum. Multiple scheduling options, as well as differentiated instruction, help students to close the gap with their peers who are performing at grade-level. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning. All four core content areas at all grade levels also have direct instruction sections taught by special education staff. Opportunities for these sections to utilize labs, for example, for science work are being implemented. Cross-categorical, self-contained classrooms for students with more impactful cognitive and emotional disabilities are also available as an option for students with disabilities. In recent years, we have tried to more conscientiously place students in the sections that best meet his/her needs, even if it may be different types of sections for each content area.

**English Learners-**District policy dictates (based on State guidelines) that the parents of students new to the district complete a Home Language Survey at the time of enrollment. Students who speak a language other than English or in addition to English in the home are referred for screening to determine eligibility for EL services. Students who are found eligible, are enrolled in an EL class daily. In addition, they are placed in a language arts section that features an EL-certified teacher to co-teach with the

general education instructor. EL students are enrolled in general education math, science, social studies, and physical education/health. This immersion model is utilized to ensure the students' access to curriculum aligned to the state standards. NWEA Measures of Academic Progress testing, as well as curriculum-specific assessment is used to monitor the progress of EL students.

**b. use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**

The standard schedule of the school includes six periods of instruction in addition to a daily advisory period to be utilized as WIN time (What I Need) or for students to have time to meet with and gain assistance from their team of core teachers. Multiple scheduling options, as well as differentiated instruction, are available for students also. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning.

Built into the daily schedule are classes available to enhance students' reading comprehension, vocabulary and writing skills. The daily advisory period is another opportunity for students to receive additional instruction and practice.

With the adoption of a new science series and the shift to Next Generation Science Standards, teachers in the science department are implementing more inquiry-based lessons and activities into their curriculum.

In the Math Department at 6th grade one level of math is offered. In 7th grade two levels of general education math are offered: standard 7<sup>th</sup> grade math and accelerated math. The accelerated math moves at a quicker pace and requires students to delve deeper into foundational concepts of math. By midway through the second semester, students are introduced to concepts from the algebra class. At the 8<sup>th</sup> grade level, three courses are offered: standard 8<sup>th</sup> grade math, Algebra I, and Honors Algebra. These options open up opportunities for enrichment for students performing at and above grade-level. One level of math is offered at the 6<sup>th</sup> grade level for the first year of their transition.

Placement in standard and accelerated/honors sections is guided by the program of schoolwide assessment via NWEA Measures of Academic Progress (MAP). Current and previous years' scores inform placement and also serve as a means to monitor growth. School Improvement Planning days built into the district calendar nearly every month provide an opportunity for staff to regularly examine the data and develop plans to address shortcomings.

At Jacksonville Middle School, we are also able to offer enrichment classes in the fine arts, including Choir, Wind Ensemble, Concert Band, and Orchestra. These courses are ongoing through the entire school year and meet daily. In addition, for those who do not take one of the vocal or instrumental music courses—or who opt to take Physical Education/Health during a before-school "Early Bird" period—a rotation of quarter-long classes is offered. These courses include Music, Media and Technology; Art; College and Career Readiness; two different technology electives (robotics, coding, programming, etc.); Theatre; and Debate; and exploratory Spanish. For 8<sup>th</sup> grade students, Spanish I is offered at Jacksonville Middle School. Successful completion of the course allows students to enroll in Spanish II as a freshman in high school. Although not associated with a particular class, a reading incentive program centered on Accelerated Reader is also offered to all students.

Rounding out programming at Jacksonville Middle School are several opportunities for extracurricular activities. Students are able to participate in Student Council, Crimsons in Action (a student leadership program in which students provide social-emotional lessons monthly to groups during advisory), Scholastic Bowl, Yearbook Club, and Robotics Club.

Athletic activities available at Jacksonville Middle School include Boys & Girls Cross Country, Boys & Girls Golf, Girls Basketball, Boys Basketball, Girls Volleyball, Wrestling (coed), Boys and Girls Track & Field, Cheerleading, and Poms teams.

**c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

School Prevention, Review, and Intervention (SPRINT) is a process designed for early intervention with students who are beginning to struggle academically and/or behaviorally in the classroom. Teachers, administrators, or parents may refer students. A team of the student's teachers, counselor, the school psychologist and social worker, a parent or parents, an administrator, and the student convene a meeting to determine interventions that might be implemented to assist the student and to discuss any existing interventions. Goals and a progress monitoring plan are put in place and a timeline for reconvening is established for the purpose of determining the efficacy of the intervention(s). This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Interventions other than those implemented in the general education classroom may also include the following: enrollment in Academic Seminar, RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) process, and more frequent sessions with the school counselor or social worker. Academic Seminar is a program run by the school counselors. Students struggling with grades are enrolled for one quarter in the course, which addresses study skills and social-emotional skills and also provides time (in lieu of another encore class) for students to work on assigned work. The objective is to assist students in stabilizing their grades and to provide them with the skills to maintain the grades. RENEW is a wraparound program described in #5 below and designed to support students both academically and in terms of social-emotional health.

Administrators and counselors also identify by the end of the first quarter the students whose midterm and T1 grades indicate they are not finding success. These students are monitored and counseled by an assigned administrator or counselor through the school year. Students may be referred to the SPRINT process or for other interventions.

Another intervention available to struggling students is provided by Illinois College students. These students are matched with JMS students and meet with them during advisory time once or twice each week to work on reading or math skills or homework. The availability of this intervention, however, is dependent upon the ability of Illinois College students to adjust their schedules in order to meet with JMS students. Illinois College students are also available for tutoring after school on Tuesdays and Thursdays. *During the pandemic, administrators lead the after school tutoring program.*

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

At JMS we are fortunate to have two full-time school counselors who are instrumental in helping to meet students' needs, particularly regarding mental health and social-emotional skills. While much of their work is with students in acute situations of varying degrees of crisis, their work with Academic Seminar (described in #4c above) and the RENEW process provides important support for students, particularly those with behavioral and/or social-emotional challenges. RENEW is an individualized, wraparound process in which students work with the counselor to identify a support team and to work on strategies to transition from middle school to high school and on to independent adult life.

While RENEW is considered a Tier Three intervention, the Social Academic Instructional Groups (SAIG) led by the counselors provide Tier Two support for students with social-emotional challenges. Students meet in small groups with a school counselor once a week to work on specific pro-social skills.

The school counselors also leads periodic suicide and self-harm prevention awareness activities. These relatively low-key activities are designed to make students aware of resources available to those who might be considering suicide or self-harm or who are friends of those who are. The school counselor enhances student awareness of signs of students who are struggling with these thoughts and makes students aware of what they can do to help.

A full-time school social worker is on staff at Jacksonville Middle School. The staff member's primary caseload includes students with IEPs, but she also sees other students as needed or if specified in Section 504 plans.

In addition, some students at JMS receive counseling services during the school day from outside agencies. Students and the outside counselor are provided with a private place in which to meet. When possible, these meetings are arranged during times when students are not missing academic work. These organizations include but are not limited to Memorial Behavioral Health, Midwest Youth Services, DCFS, CARES, SASS, and CASS County Mental Health.

While not direct counseling services, the school counselors host the district's 5<sup>th</sup> grade classrooms each spring to discuss JMS classes, programs, and expectations. This helps to calm some of the anxieties of the students as they prepare to transition to JMS. In addition, an orientation night for 5<sup>th</sup> grade parents is held each spring so students and their parents can visit the school and receive information about the school. This also is designed to help alleviate anxiety for both students and parents. Sixth graders in self-contained cross-categorical and emotional disability elementary classrooms are invited to visit Jacksonville Middle School to meet staff, see their classroom for the next year, and meet key staff members.

In terms of transitioning to high school from JMS, each spring students in our cross-categorical, self-contained classrooms visit Jacksonville High School to tour the building, meet staff members, and see their classrooms for the following year. Again, this simple activity is very effective in calming anxieties in our 8<sup>th</sup> grade students.

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

Students have the opportunity to take a quarter-length course entitled College and Career Readiness. The curriculum of the course includes opportunities for students to take interest and aptitude inventories and surveys and to research possible careers and the paths and education required to enter them. Students also learn about expectations of employers and tips for acquiring and maintaining a job.

All eighth grade students participate each year in a morning-long "Reality Day." This activity features a session on college admission and attendance presented by personnel from Illinois College, a session of career exploration utilizing Career Cruising, and a simulation in budgeting and bill paying presented by staff from the University of Illinois Cooperative Extension Service. Parents and community members assist with the program, which receives positive reviews from students and volunteers each year.

As previously mentioned, students who are at or above grade-level in mathematics at Jacksonville Middle School have the opportunity to take a sequence of courses that includes Accelerated Math and Honors Algebra. Successful completion of these courses prepares students for Honors Geometry as a 9<sup>th</sup> grader

at Jacksonville High School, leading into the sequence that concludes with AP Calculus. It is possible for students in Algebra I at JMS also to enter the JHS sequence leading to AP Calculus.

Eighth graders who successfully complete Spanish I at Jacksonville Middle School may continue at Jacksonville High School through the Spanish sequence concluding with Spanish V.

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

A schoolwide tiered program called Crimson PRIDE and based on PBIS principles utilizes data to identify behavioral and academic concerns of the school. Currently these are tardies, missing assigned work, grades, and discipline referrals. A leveling system with four levels provides a framework for privileges based on students' data for tardies, missing work, and referrals. Data is collected in intervals of 4-5 weeks. This data is also used to recommend students for interventions such as Check In/Check Out and SAIG groups.

The SPRINT process described previously can be used to address behavioral concerns with students. In addition, some staff members are trained to conduct Brief Functional Behavioral Analysis and to implement behavior plans for students.

Many students with Individual Education Plans also have Behavior Intervention Plans incorporated into their IEPs with a variety of interventions to address their individual behavioral challenges.

As mentioned in 4(c) above, students may be recommended for quarterly enrollment in Academic Seminar to address behavioral needs. The program provides academic, social, and behavioral supports aimed at teaching skills in these areas.

An alternative to external suspension school is available to students in grades K-8. Crossroads Learning Center. This program provides a therapeutic opportunity for students through the services of an on-site social worker and staff who build rapport and continue to maintain relationships with students after they return to their home school at the conclusion of suspension. CLC is also utilized as an alternative to expulsion for students in grades K-8.

The Jacksonville Middle School Student Services Office, comprised of counselors, social worker, psychologist, and administration meet daily to assess the greatest needs of the students and create a plan for how best to assist and support the student to be successful in school.

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

At the district level, 2-3 days of training are provided to all teachers new to the district to make them familiar with district protocols. A mentoring program pairs new teachers with experienced staff and potentially impacts instruction as well as retention of teachers.

School District 117 administrative staff provide orientation and training to district paraprofessionals to enhance the delivery of services to students with IEPs and Section 504 plans.

School Improvement Days are built into the district calendar, providing release time for teachers and staff nearly once per month for the purpose of working on School Improvement initiatives and data analysis.

Teachers are encouraged to attend professional development and supported to do so by administration.

Teachers of the self-contained Emotional Disabilities classrooms will meet and collaborate with a BCBA trainer and building and district administrators to develop an enhanced structure for these classrooms in order to better support the students in these rooms.

The JMS School Improvement Team meets to discuss what areas of professional development are needed.

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

None

# Student Survey 2020

\* Required

1. First Name \*

---

2. Last Name \*

---

3. Grade \*

*Mark only one oval.*

6th

7th

8th

4. Team \*

*Mark only one oval.*

Courage

Perseverance

Responsibility

Integrity

Determination

Excellence

## 5. Do you have a hard time with any of the following? (Check ALL that apply) \*

*Check all that apply.*

- Fighting
- Feeling Angry
- Feeling Lonely (left out, no friends, etc.)
- Worrying
- Being Manipulated
- Manipulating Others
- Feeling Self-Confident
- Feeling Unhappy or Depressed
- Lying, Cheating, or Stealing
- Headaches, Stomach aches, sickness (I see the nurse a lot)
- Hurting Yourself
- Feeling Suicidal
- Drugs or Alcohol
- Unhealthy Behaviors (sexual behaviors, eating habits, sleeping)
- Are you on Probation or have you been Arrested?
- NONE OF THE ABOVE

## 6. There is at least one adult at SCHOOL I can go to if I need someone to talk to.

*Mark only one oval.*

- Yes
- No

## 7. There is at least one adult at OUTSIDE of school I can go to if I need someone to talk to.

*Mark only one oval.*

- Yes
- No

8. Please choose one of the following... \*

*Mark only one oval.*

- I live in a shelter - we don't have our own home at this time.
- My family shares a home with another family.
- I live in a car, park, campground.
- My family lives in a hotel or motel.
- I live with my parents/guardian in a house or apartment.
- Other: \_\_\_\_\_

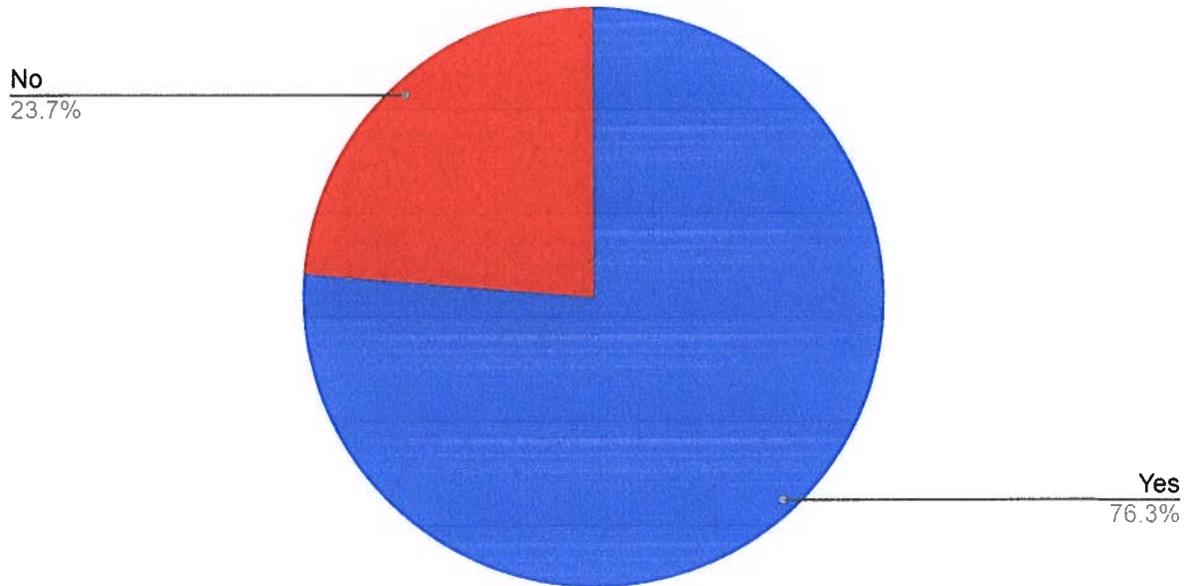
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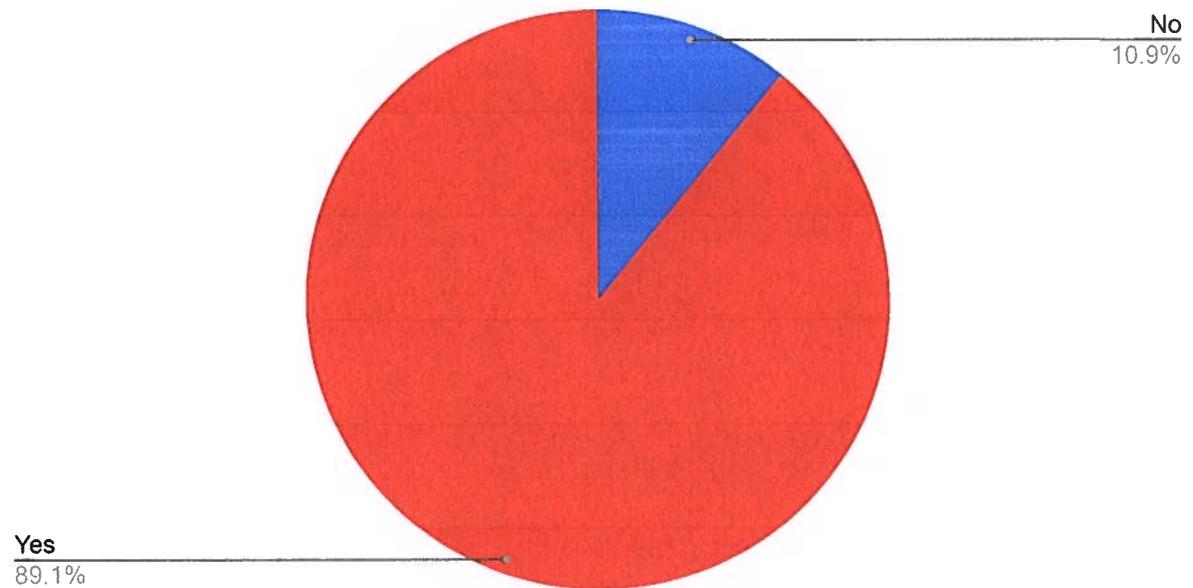
Google Forms

**JMS Student Needs Assessment 20-21**

Count of There is at least one adult at SCHOOL I can go to if I need someone to talk to.



Count of There is at least one adult at OUTSIDE of school I can go to if I need someone to talk to.





## Parent Questions\*

*\*Questions from the parent survey do not affect a school's performance on the 5Essentials*

## 5Essentials Survey - Parent

<b>1. How many children do you have attending this school?</b>				
1	2	3	4	5 or more

For the following question, please select your child's grade level. If you have more than one child attending this school, please select the grade level of your youngest child. If you have already completed this survey for your youngest child at this school, please select the grade of your next oldest child. Reminder: You may take this survey for each of your children attending this school.

<b>2. Please select the grade level of your child.</b>				
PK	K	1	2	3
4	5	6	7	8
9	10	11	12	

<b>3. What is your race/ethnicity?</b>				
White	Black/African American	Hispanic/Latino	American Indian/Alaskan Native	Asian
Native Hawaiian or other Pacific Islander		I prefer not to reply.		

<b>4. What is your level of education?</b>				
Some high school	High school Graduate or GED	Some College	Two-year degree	Four-year degree
			Graduate (Master's or Doctoral)	

<b>5. Do you have access to a computer that connects to the internet at home?</b>	
Yes	No

<b>6. How many days in the past week have you accessed the internet using the following devices?</b>			
	None	1 day	A few days
Desktop or laptop computer.			Almost every day
Handheld device (including smartphones).			Every day
Gaming device (Wii/Playstation/Xbox).			
Tablet computer (iPad/Android).			

## 5Essentials Survey - Parent

7. How do you prefer to receive information about the school/school events?	
Yes	No
Via email.	
Via text message.	
Via telephone.	
Via mail	

8. How often does the staff at your child's school do the following:				
	Never	Rarely	Often	Every time there is an event
Invite you to school events.				
Make you aware of the important information and news about the school.				
Offer opportunities to participate in making decisions that affect the school community.				

9. How often do teachers at this school do the following:				
	Never	Once or twice a semester	2-3 times a month	Once a week or more
Let me know what my child is working on in class.				
Contact me personally to discuss my child's academic achievement.				
Provide suggestions for how to support my child on school.				
Listen to my suggestions about how to best support my child.				

## 5Essentials Survey - Parent

<b>10. How much do you agree with the following statements about this school:</b>				
	Strongly disagree	Disagree	Agree	Strongly agree
The teachers respect me.				
The teachers do their best to help my child learn.				
The teachers have my child's best interest in mind.				
I am comfortable sharing my concerns with teachers at the school.				

<b>11. To what extent do you feel...</b>				
	Not at all	A little	Some	To a great extent
Like a partner with the teachers at the school in your child's education?				
It is easy to contact your student's teachers when you need to?				

<b>12. To what extent do you feel...</b>				
	Not at all	A little	Some	To a great extent
Your voice is valued at the school?				
Comfortable sharing your concerns with the school leadership?				
Welcomed when you enter the school?				
That you are an important part of improving the school?				

<b>13. How true are the following statements:</b>				
	Not at all	A little	Some	To a great extent
My child feels safe at this school.				
My child is affected by bullying at this school.				
This school addresses bullying.				
The teachers and the principal could do more to make the school a safe place.				
A teacher or other staff member lets me know if there is a problem with my child's behavior.				

## 5Essentials Survey - Parent

<b>14. To what extent do you feel that this school is preparing your child for college?</b>			
Not at all	A little	Some	To a great extent
			Not applicable

<b>15. How often does the following keep you from being involved with this school?</b>					
Never	Rarely	Occasionally	Usually	Always	Not applicable

<b>16. How often do you do the following?</b>					
Never	Rarely	Occasionally	Usually	Always	Not applicable

## 5Essentials Survey - Parent

17. How would you rate the quality of the following facilities at this school:					
	Poor	Fair	Good	Excellent	Does not apply
Your child's classrooms.					
Computer lab(s).					
Library.					
Gym.					
Food Services.					
Overall cleanliness of the school.					

18. How often do you do the following with your child at home:						
	Never	Rarely	Occasionally	Usually	Always	Not applicable
Read.						
Supervise homework.						
Talk about their day.						
Practice math problems.						

19. How likely are you to recommend this school to a parent looking for a school for their child?		
	Extremely likely	Not applicable
Not at all likely		
Somewhat likely		

20. Overall, how satisfied are you with the education your child is receiving at this school?			
	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Very dissatisfied			

# School Surveys

## Response Rates for State of Illinois *-Parents*

### By School

Click [here](#) for a CSV of this response rate report.

\* Indicates that the respondent minimum and response rate threshold of 20% has been met for this survey. **Please note:** In order to receive a Parent Report, a school must both meet the reporting threshold of 20% and have a minimum of 8 parents who submit survey responses.

Student	Teacher	Parent			
School	Total # respondents	Started but did not complete	Completed	Overall response rate	
Jacksonville Middle School	719	29	120	* 21%	

\* Indicates that the respondent minimum and response rate threshold of 20% has been met for this survey. **Please note:** In order to receive a Parent Report, a school must both meet the reporting threshold of 20% and have a minimum of 8 parents who submit survey responses.

[← Back to Response Rates](#)

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# School Surveys

## Response Rates for State of Illinois - Teachers

Please note that the overall response rates reported here also include surveys started but not completed. Provisional surveys that have been submitted are not included in the overall response rate. Provisional surveys are reconciled after the survey window closes, and may result in changes to the response rates. Therefore, the overall response rates shown here are only an approximation of completed surveys. Final response rates will be included in survey reports.

### By School

Click [here](#) for a CSV of this response rate report.

\* Indicates that the respondent minimum and response rate threshold of 50% has been met for this survey. **Please note:** In order to receive a report, a school must both meet the reporting threshold and have a minimum of 8 teachers and 10 students who submit survey responses.

Student	Teacher	Parent				
School	Total # respondents	Started but did not complete	Completed	Provisional surveys started but not completed	Provisional completed	Overall response rate
Jacksonville Middle School	69	0	47	0	0	* 68%

\* Indicates that the respondent minimum and response rate threshold of 50% has been met for this survey. **Please note:** In order to receive a report, a school must both meet the reporting threshold and have a minimum of 8 teachers and 10 students who submit survey responses.

[← Back to Response Rates](#)

School Surveys

# Response Rates for State of Illinois - Students

Please note that the overall response rates reported here also include surveys started but not completed. Provisional surveys that have been submitted are not included in the overall response rate. Provisional surveys are reconciled after the survey window closes, and may result in changes to the response rates. Therefore, the overall response rates shown here are only an approximation of completed surveys. Final response rates will be included in survey reports.

## By School

Click [here](#) for a CSV of this response rate report.

\* Indicates that the respondent minimum and response rate threshold of 50% has been met for this survey. **Please note:** In order to receive a report, a school must both meet the reporting threshold and have a minimum of 8 teachers and 10 students who submit survey responses.

Student	Teacher	Parent				
School	Total # respondents	Started but did not complete	Completed	Provisional surveys started but not completed	Provisional completed	Overall response rate
Jacksonville Middle School	678	28	360	0	0	* 57%

\* Indicates that the respondent minimum and response rate threshold of 50% has been met for this survey. **Please note:** In order to receive a report, a school must both meet the reporting threshold and have a minimum of 8 teachers and 10 students who submit survey responses.

[← Back to Response Rates](#)



**ACTION ITEM**

July 21, 2021

TO: Board of Education  
FROM: Richard Cunningham  
SUBJECT: Consideration to Seek Bid of Waste Management Contract

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

“I recommend that the Board of Education seek bids for the district waste management contract.”

MOVED BY: \_\_\_\_\_

Seconded: \_\_\_\_\_

**YEA:**

**NAY:**

**YEA:**

**NAY:**

\_\_\_\_\_ MR. BEARD \_\_\_\_\_  
\_\_\_\_\_ MR. CANTRELL \_\_\_\_\_  
\_\_\_\_\_ MR. LONERGAN \_\_\_\_\_  
\_\_\_\_\_ MR. MCBRIDE \_\_\_\_\_

\_\_\_\_\_ MRS. LEONARD \_\_\_\_\_  
\_\_\_\_\_ MRS. WILSON \_\_\_\_\_  
\_\_\_\_\_ MRS. STEWART \_\_\_\_\_

Background Information:

I. Consideration to Approve the COVID School Opening Plan for 2021-2022  
School Year  
XV. ADJOURNMENT

676

\*\*\*\*\*  
 REPORT SPECIFICATIONS  
 DISTRICT: Jacksonville IL SD 117  
 REPORT TITLE: VENDOR CHECK HISTORY - BOARD REPORT (Dates: 06/25/21 - 07/22/21)  
 REQUESTED BY: k.hebb DATE: 07/16/21  
 PROGRAM NAME: fin/3frdtl01. TIME: 10:30:08 AM  
 COPIES: 1 LPI: 6  
 RUN ON SERVER: yes CREATE ASCII FILE: NO  
 \*\*\*\*\*

Report Parameters

Description: VENDOR CHECK HISTORY - BOARD REPORT  
 Report Title: VENDOR CHECK HISTORY - BOARD REPORT  
 Print Detail Lines: Yes

<u>Report Ranges</u>	<u>Low</u>	<u>High</u>
Check Number:	0	999999999
Check Amount:	-999999999.99	999999999.99
PO Number:	0	999999999999
Invoice Date:		12/31/9999
Vendor to Display:		
Vendor Type:		ZZZZZ
Vendor Sub Type:		ZZZZZ
Check type to print:	All	
Include Continuation Void	No	
Exclude Voided Checks:	No	
Print Only 1099 Vendors:	No	
Post Month Print Format:	Alphabetic	
Banks Selected:	GEN IIIT ILFND INSUR MURVL	

Account Filters

No account ranges selected

<u>Report Fields</u>	<u>Length</u>	<u>Sign</u>	<u>Edited</u>	<u>Whole</u>	<u>Field Format</u>	<u>Year</u>	<u>Suppress Repeating</u>
Check Number	9						No
Check Date	10						No
Vendor	20						No
Invoice Description	30						No
Amount	12	Left	Yes	No	->, >>>, >>>, >>9.99	Current	No

<u>Sort Fields</u>	<u>Totals</u>	<u>Break Spacing</u>
1-Check Number	Yes	Single

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
0	06/30/2021	E-BOLT	CHECK#7696 WAS VOIDED DUE TO CO. NOT GETTING IT IN TIMELY MANNER.	67.00
0	07/09/2021	TEACHERS' RET MEMBER	Prepayment of TRS for Teachers and 11 Month Admin. Can no longer accelerate rates. Paying July & Aug ahead for End of TRS Fiscal Year	290,663.34
				Totals for 0
7134	06/28/2021	BLUECROSS BLUESHIELD	BILL PERIOD 7-01-2021 THRU 8-1-2021	475,878.36
				Totals for 7134
7135	06/28/2021	GUARDIAN	BILL PERIOD 7-01-2021 THRU 7-31-2021	31,931.22
				Totals for 7135
8359	06/25/2021	AT&T MOBILITY	HOT SPOTS FOR JSD#117 FAMILIES	2,225.31
				Totals for 8359
8360	06/25/2021	AT&T MOBILITY	JACKSONVILLE SCHOOL DISTRICT #117 GROUP #2 MAINT. DEPT, ED TECH, AND BUS GARAGE	294.22
				Totals for 8360
8361	06/25/2021	CITY OF JACKSONVILLE	MAY 2021 FUEL	1,833.36
				Totals for 8361
8362	06/25/2021	HARTFORD	BILLING PERIOD 7/1/2021-7/31/2021	818.07
				Totals for 8362
8363	06/25/2021	MUNICIPAL UTILITIES	Physical Ed Bldg (JHS BOWL)-201 S. Church	37.40
8363	06/25/2021	MUNICIPAL UTILITIES	JMS-664 Lincoln Ave	162.15
8363	06/25/2021	MUNICIPAL UTILITIES	Washington-524 S. Kosciusko	311.03
				Totals for 8363
8364	06/25/2021	QUILL CORP. (ORDERS)	Beginning of the year supplies	499.94
8364	06/25/2021	QUILL CORP. (ORDERS)	17177055/17413259/17428437	233.56
				Totals for 8364
8365	06/25/2021	WINDSTREAM	WINDSTREAM LONG DISTANCE PHONE AND FAX	201.57
				Totals for 8365
8366	06/30/2021	A-1 METAL FABRICATIN	SHOP LABOR FOR REPAIRING THE TRAILER TONGUE	202.50
				Totals for 8366
8367	06/30/2021	AEC FIRE-SAFETY &SEC	LINCOLN FIRE EXTINGUISHER INSPECTION	270.50
8367	06/30/2021	AEC FIRE-SAFETY &SEC	NORTH FIRE EXTINGUISHER INSPECTION	111.75
8367	06/30/2021	AEC FIRE-SAFETY &SEC	M/W FIRE EXTINGUISHER INSPECTION	55.00
8367	06/30/2021	AEC FIRE-SAFETY &SEC	SOUTH FIRE EXTINGUISHER INSPECTION	101.75
8367	06/30/2021	AEC FIRE-SAFETY &SEC	SPECIAL SERVICES FIRE EXTINGUISHER INSPECTION	50.00
8367	06/30/2021	AEC FIRE-SAFETY &SEC	CENTRAL OFFICE FIRE EXTINGUISHER INSPECTION	50.00
8367	06/30/2021	AEC FIRE-SAFETY &SEC	JHS FIRE EXTINGUISHER	990.25

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	EARLY YEARS FIRE	357.50
			EXTINGUISHER INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	WASHINGTON FIRE EXTINGUISHER	224.00
			INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	JHS FIELD HOUSE FIRE	50.00
			EXTINGUISHER INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	JHS BOWL FIRE EXTINGUISHER	50.00
			INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	CROSSROADS FIRE EXTINGUISHER	50.00
			INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	EISENHOWER FIRE EXTINGUISHER	55.00
			INSPECTION	
8367	06/30/2021	AEC FIRE-SAFETY &SEC	JMS FIRE EXTINGUISHER	100.00
			INSPECTION	
			Totals for 8367	2,515.75
8368	06/30/2021	APEX LEARNING INC.	APEX COURSES FOR SUMMER	2,700.00
			SCHOOL	
			Totals for 8368	2,700.00
8369	06/30/2021	ARAMARK UNIFORM SERV	CENTRAL OFFICE AND SPECIAL	123.83
			SERVICES LOGO MATS	
8369	06/30/2021	ARAMARK UNIFORM SERV	CENTRAL OFFICE AND SPECIAL	123.83
			SERVICES LOGO MATS	
8369	06/30/2021	ARAMARK UNIFORM SERV	CENTRAL OFFICE AND SPECIAL	123.83
			SERVICES LOGO MATS	
			Totals for 8369	371.49
8370	06/30/2021	BESTDRIVE JACKSONVIL	NEW BUS TIRES	2,537.94
			Totals for 8370	2,537.94
8371	06/30/2021	BOUND TO STAY BOUND	M/W BOOKS LIBRARY	89.76
8371	06/30/2021	BOUND TO STAY BOUND	LINCOLN BOOKS LIBRARY	15.97
8371	06/30/2021	BOUND TO STAY BOUND	EISENHOWER BOOKS LIBRARY	66.66
8371	06/30/2021	BOUND TO STAY BOUND	SOUTH BOOKS LIBRARY	131.80
8371	06/30/2021	BOUND TO STAY BOUND	NORTH BOOKS LIBRARY	16.31
			Totals for 8371	320.50
8372	06/30/2021	BOYD MUSIC	MUSIC ITEMS FOR C. SMITH AT	655.54
			JMS	
			Totals for 8372	655.54
8373	06/30/2021	CAPITAL ONE-WALMART	CROSSROADS, MAINT SHOP	453.66
			SUPPLIES	
			Totals for 8373	453.66
8374	06/30/2021	CENTRE STATE INTERNA	OIL PAN AND GASKET FOR BUS	343.97
			GARAGE	
8374	06/30/2021	CENTRE STATE INTERNA	CORE RETURN	-202.50
8374	06/30/2021	CENTRE STATE INTERNA	GASKET KIT, TRBOCHGR FOR BUS	4,590.56
			GARAGE	
8374	06/30/2021	CENTRE STATE INTERNA	CORE RETURN	-1,080.00
			Totals for 8374	3,652.03
8375	06/30/2021	CONSTELLATION NEWENE	WASHINGTON-524 S Kosciusko St	139.83
8375	06/30/2021	CONSTELLATION NEWENE	Bus Garage-#37 N Main Street	111.88
8375	06/30/2021	CONSTELLATION NEWENE	JMS-664 Lincoln Ave	460.65
8375	06/30/2021	CONSTELLATION NEWENE	JHS-1211 N. Diamond Street	1,129.49
8375	06/30/2021	CONSTELLATION NEWENE	CLC 30 N. CENTRAL PARK PLZ	31.25
8375	06/30/2021	CONSTELLATION NEWENE	(JHS BOWL) 215 S Church St	103.93
8375	06/30/2021	CONSTELLATION NEWENE	EARLY YEARS -516 Jordan St	94.07
8375	06/30/2021	CONSTELLATION NEWENE	EISENHOWER-1901 W Lafayette	599.61
			Ave	

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
8375	06/30/2021	CONSTELLATION NEWENE	Field House(JHS)-315 W Walnut	84.25
8375	06/30/2021	CONSTELLATION NEWENE	Lincoln-320 W Independence	120.14
8375	06/30/2021	CONSTELLATION NEWENE	307 Masters St., Murrayville	203.49
8375	06/30/2021	CONSTELLATION NEWENE	North-1626 State HWY 78 N	230.02
8375	06/30/2021	CONSTELLATION NEWENE	South-201 Dewey Drive	119.34
			Totals for 8375	3,427.95
8376	06/30/2021	CREATIVE TEACHING PR	MISC STEM BOOK FOR LINCOLN	25.94
			Totals for 8376	25.94
8377	06/30/2021	CUNNINGHAM, RICHARD	REIMBURSEMENT FOR EMERGING SBO SUMMIT-7/21/2021 FOR NEW CFO	70.00
			Totals for 8377	70.00
8378	06/30/2021	DEMCO	TABLES FOR NORTH ELEMENTARY	2,499.05
			Totals for 8378	2,499.05
8379	06/30/2021	DISCOUNT SCHOOL SUPP	STEAM ITEMS FOR EISENHOWER	811.00
			Totals for 8379	811.00
8380	06/30/2021	EAI EDUCATION	MISC STEM ITEMS FOR LINCOLN	639.00
			Totals for 8380	639.00
8381	06/30/2021	EASTBAY TEAM SALES	JHS Football supplies	1,120.00
			Totals for 8381	1,120.00
8382	06/30/2021	ERICKSON, ANN	REIMBURSEMENT FOR PARENT EDUCATOR CELL PHONE PER JISPA CONTRACT 2020-2021 FEB, MARCH, APRIL, MAY	200.00
			Totals for 8382	200.00
8383	06/30/2021	ETA HAND2MIND	STEM MATERIAL FOR LINCOLN	539.98
			Totals for 8383	539.98
8384	06/30/2021	FARM & HOME SUPPLY	STATEMENT PAYING ALL INVOICES FOR JACKSONVILLE SCHOOL DISTRICT #117- MAINT DEPT. BUGGINS, AUTOCUT, COUPLER, BEAN OIL,, OIL, CAULK, HAND TRUCK HANDLE	197.86
			Totals for 8384	197.86
8385	06/30/2021	FLAGHOUSE	JUMP ROPE PAYING REST OF PO#3212100137	31.90
			Totals for 8385	31.90
8386	06/30/2021	FOLLETT SCHOOL SOLUT	MISCELLANEOUS TITLE MATERIAL FOR OSS	744.54
			Totals for 8386	744.54
8387	06/30/2021	FRISBIE, ELIZABETH	CONSULTATION TO PREVENTION INITIATIVE 0-3 (PI) PROGRAM	1,125.00
			Totals for 8387	1,125.00
8388	06/30/2021	FRONTIER	EARLY YEARS PROGRAM PHONE - BILLING DATE 6/22/2021	86.79
			Totals for 8388	86.79
8389	06/30/2021	GREEN WORKS, INC	EARLY SPRING APPLICATION FOR PRACTICE SOCCER FIELD	345.50
			Totals for 8389	345.50
8390	06/30/2021	HEINEMANN	LLI KITS FOR SUMMER SUMMER SCHOOL	21,201.00
8390	06/30/2021	HEINEMANN	FOUNTAS & PINNELL FOR WASHINGTON	15,710.80
			Totals for 8390	36,911.80
8391	06/30/2021	HEITZ, OLIVIA	INTERPRETING SERVICES FOR 6/16/2021	300.00

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			Totals for 8391	300.00
8392	06/30/2021	HENSON ROBINSON COMP	JMS CU1 AND TRU #2 REPAIRS	769.50
			Totals for 8392	769.50
8393	06/30/2021	IESA	REGISTRATION FEES FOR JMS BOYS BASEBALL AND GIRLS SOFTBALL	130.00
			Totals for 8393	130.00
8394	06/30/2021	ILLINOIS STATE POLIC	COST CENTER 01286 JACKSONVILLE SCHOOL DISTRICT #117 FOR FINGERPRINTING	500.00
			Totals for 8394	500.00
8395	06/30/2021	ILLINOIS ELECTRIC CO	MEMBER 6008411 INTERNET WIRELESS IRTC ACCOUNT - MURRAYVILLE CHURCH	64.98
			Totals for 8395	64.98
8396	06/30/2021	JACKSONVILLE SCHOOL	TRANSFER MONEY INTO ACTIVITY #959 LIBRARY BOOK THAT WAS RETURNED TO COVER AP EXAM	16.87
			Totals for 8396	16.87
8397	06/30/2021	JW PEPPER	200106261984 JHS MUSIC	11.25
			Totals for 8397	11.25
8398	06/30/2021	KAPLAN EARLY LEARNIN	EISENHOWER STEM ITEM	29.95
			Totals for 8398	29.95
8399	06/30/2021	LAKESHORE LEARNING M	STEM MATERIAL FOR LINCOLN	351.94
8399	06/30/2021	LAKESHORE LEARNING M	SOUTH TITLE MATERIAL	2,009.62
			Totals for 8399	2,361.56
8400	06/30/2021	MACGILL SCHOOL NURSE	Nurses supplies	184.61
			Totals for 8400	184.61
8401	06/30/2021	MIDWEST TRANSIT EQUI	DECAL FOR BUS GARAGE	69.21
			Totals for 8401	69.21
8402	06/30/2021	MIDWEST OCCUPATIONAL	BUS DRIVER PHYSICAL AND DRUG SCREEN	125.00
			Totals for 8402	125.00
8403	06/30/2021	MORWELL, ANASTASIA	TIME SHEETS FOR AUGUST, SEPT, OCT, AND NOVEMBER 2020	5,222.91
			Totals for 8403	5,222.91
8404	06/30/2021	NAPA AUTO PARTS	BELT FOR MAINT. DEPT.	22.31
8404	06/30/2021	NAPA AUTO PARTS	SERPENTINE BELT FOR BUS GARAGE	28.79
8404	06/30/2021	NAPA AUTO PARTS	BOXED MINIATURES FOR BUS GARAGE	1.64
8404	06/30/2021	NAPA AUTO PARTS	THREADLOCKER AND TAP SCREW FOR BUS GARAGE	37.33
			Totals for 8404	90.07
8405	06/30/2021	NEXTERA ENERGY SERVI	APRIL AND MAY SERVICES 2021	29,384.16
			Totals for 8405	29,384.16
8406	06/30/2021	OFFICE ESSENTIALS	Tables for JHS Math Lab	5,566.25
			Totals for 8406	5,566.25
8407	06/30/2021	ORIENTAL TRADING CO,	LINCOLN STEM MATERIAL	355.81
			Totals for 8407	355.81
8408	06/30/2021	PDC/AREA COMPANIES	LINCOLN PICK UP FROM PLAYGROUND	382.00
8408	06/30/2021	PDC/AREA COMPANIES	M/W PICK UP FROM PLAYGROUND	50.00
8408	06/30/2021	PDC/AREA COMPANIES	WASHINGTON PICK UP FROM PLAYGROUND	325.00
8408	06/30/2021	PDC/AREA COMPANIES	SOUTH PICK UP FROM PLAYGROUND	50.00

CHECK CHECK		INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION	
8408	06/30/2021	PDC/AREA COMPANIES	EISENHOWER PICK UP FROM PLAYGROUND	459.25
8408	06/30/2021	PDC/AREA COMPANIES	NORTH PICK UP FROM PLAYGROUND	1,001.75
			Totals for 8408	2,268.00
8409	06/30/2021	PEORIA COUNTY R.O.E	BILLING FOR IN-HOSPITAL TUTORIAL SERVICES FOR MAY 2021	245.00
8409	06/30/2021	PEORIA COUNTY R.O.E	BILLING FOR IN-HOSPITAL TUTORIAL SERVICES FOR MAY 2021	105.00
			Totals for 8409	350.00
8410	06/30/2021	PERMA-BOUND	Library Books for JHS Media Center	3,433.28
8410	06/30/2021	PERMA-BOUND	LIBRARY	25.39
			Totals for 8410	3,458.67
8411	06/30/2021	PIONEER VALLEY ED. P	MISCELLANEOUS ITEMS FOR WASHINGTON SCHOOL	137.83
			Totals for 8411	137.83
8412	06/30/2021	PRODUCTION XPRESS	END OF YEAR STUDENT AWARDS FOR JMS	295.50
			Totals for 8412	295.50
8413	06/30/2021	QUILL CORP. (ORDERS)	COPY PAPER FOR JMS	73.95
8413	06/30/2021	QUILL CORP. (ORDERS)	Flash Drives	44.95
8413	06/30/2021	QUILL CORP. (ORDERS)	Colored paper	626.63
8413	06/30/2021	QUILL CORP. (ORDERS)	15904034/15802738/15817014/158 15509/15809080/15850334 Theater Supplies	855.58
			Totals for 8413	1,601.11
8414	06/30/2021	REALLY GOOD STUFF, L	LOSS TITLE MATERIAL	399.61
			Totals for 8414	399.61
8415	06/30/2021	RESOURCES FOR READIN	TITLE MATERIAL FOR WASHINGTON	792.18
			Totals for 8415	792.18
8416	06/30/2021	REXX BATTERY SPECIAL	COMMERCIAL BATTERY FOR BUS GARAGE	299.85
			Totals for 8416	299.85
8417	06/30/2021	RID-ALL PEST CONTROL	MONTHLY SERVICES TO SCHOOLS	780.00
			Totals for 8417	780.00
8418	06/30/2021	ROE	2 REGISTRATIONS FOR JHS AND SOUTH PRINCIPALS AA 1801	300.00
			Totals for 8418	300.00
8419	06/30/2021	ROULAND TRUCKING SER	PEA GRAVEL FILL FOR ELEMENTARY PLAYGROUNDS	34,478.63
			Totals for 8419	34,478.63
8420	06/30/2021	SCHOLASTIC	WASHINGTON GIVE AWAY BOOKS	997.00
8420	06/30/2021	SCHOLASTIC	LINCOLN ELMENTARY BOOKS INVOICE#30606677	128.27
			Totals for 8420	1,125.27
8421	06/30/2021	SCHOOL SPECIALTY	supplies	38.89
8421	06/30/2021	SCHOOL SPECIALTY	TEACHERS DESK PAYING REST OF PO#3212100204	663.22
			Totals for 8421	702.11
8422	06/30/2021	SENERGY TECHNOLOGIES	SOUTH FIRE ALARM	94.60
8422	06/30/2021	SENERGY TECHNOLOGIES	SOUTH LIGHTING	94.60
8422	06/30/2021	SENERGY TECHNOLOGIES	SOUTH LIGHTING	473.00
			Totals for 8422	662.20
8423	06/30/2021	SHI INTERNATIONAL CO	iPad carts to replace old	1,738.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
			iPad carts at JMS	
8423	06/30/2021	SHI INTERNATIONAL CO	Filament for JMS Tech	483.78
			Classroom via Title Funding	
			Totals for 8423	2,221.78
8424	06/30/2021	SKYWARD ACCTNG DEPT	LMS/ONE ROSTER API-ANNUAL	870.00
			LICENSE FEE FOR	
			7/1/21-6/30/2022	
			Totals for 8424	870.00
8425	06/30/2021	SLUGA, CARRIE	INTERPRETING SERVICES FOR	90.00
			5/12/21	
8425	06/30/2021	SLUGA, CARRIE	INTERPRETING SERVICES FOR	90.00
			5/27/21	
8425	06/30/2021	SLUGA, CARRIE	INTERPRETING SERVICES FOR	405.00
			4/29-4/30	
			Totals for 8425	585.00
8426	06/30/2021	SPECIALIZED EDUCATIO	TUITION FOR HIGH ROAD SCHOOL	5,848.56
			OF BLOOMINGTON FOR MAY 2021	
			Totals for 8426	5,848.56
8427	06/30/2021	SPRINGFIELD OVERHEAD	EARLY YEARS BUILDING DOOR	1,108.98
			REPAIR	
			Totals for 8427	1,108.98
8428	06/30/2021	STATE FIRE MARSHALL	BOILER INSPECTIONS	490.00
8428	06/30/2021	STATE FIRE MARSHALL	EISENHOWER AIR TANK	95.00
			CERTIFICATE FEE	
			Totals for 8428	585.00
8429	06/30/2021	SUPREME SCHOOL SUPPL	PLAN BOOKS FOR JHS	454.18
			Totals for 8429	454.18
8430	06/30/2021	TEACHER CREATED RESO	CHALK BRIGHTS LIQUID CHALK	14.99
			MARKERS PAYING REST OF	
			PO#32121002#2	
			Totals for 8430	14.99
8431	06/30/2021	TEACHER INOVATIONS,	12-MONTH SUBSCRIPTION TO	1,164.00
			PLANBOOK.COM FOR 97	
			Totals for 8431	1,164.00
8432	06/30/2021	TIMBERLINE BILLING S	MEDICAID CHECK FOR MAY 2021	1,555.84
			AND RATE ADJUSTMENT CHECK FOR	
			2017-2018	
			Totals for 8432	1,555.84
8433	06/30/2021	TOM DAY BUSINESS MAC	CLEAR LAM FILM FOR SOUTH	380.00
			Totals for 8433	380.00
8434	06/30/2021	TRIAD INDUSTRIAL SUP	JHS Extractor Repair Parts	600.20
			Totals for 8434	600.20
8435	06/30/2021	TRUCK CENTERS, INC	AIR PRIMARY, POWERCORE	198.27
8435	06/30/2021	TRUCK CENTERS, INC	FUEL FILTER CARTRIDGE	102.81
8435	06/30/2021	TRUCK CENTERS, INC	GASKET REAR SEAL CARRIER AND	124.05
			SEAL CRANKSHAFT REAR	
8435	06/30/2021	TRUCK CENTERS, INC	BRAKE CLEAN	113.28
8435	06/30/2021	TRUCK CENTERS, INC	AIR PRIMARY, POWERCORE	132.18
			Totals for 8435	670.59
8436	06/30/2021	TURNER TREE SERVICE	BUS GARAGE TREE TRIMMING AND	3,500.00
			CLEANUP	
			Totals for 8436	3,500.00
8437	06/30/2021	WAVERLY AUTO SUPPLY	DISC PADS FOR BUS GARAGE	114.16
8437	06/30/2021	WAVERLY AUTO SUPPLY	DISC PADS FOR BUS GARAGE	228.32
			Totals for 8437	342.48
8438	06/30/2021	WINNER, TOM	ADVERTISING FOR KINDERGARTEN	110.00

CHECK CHECK		INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION	
			Totals for 8438	110.00
8439	07/07/2021	AT&T MOBILITY	HOT SPOTS FOR JSD#117 FAMILIES	100.00
			Totals for 8439	100.00
8440	07/07/2021	FRONTIER	PHONE BILLING DATE 6/22/2021	3,565.09
			Totals for 8440	3,565.09
8441	07/07/2021	MIDWEST TRANSIT EQUI	7 NEW BUSES FOR JSD#117	266,672.00
			Totals for 8441	266,672.00
8442	07/07/2021	MUNICIPAL UTILITIES	Eisenhower School-1901 W. Lafayette Ave	242.63
			Totals for 8442	242.63
8443	07/07/2021	O'REILLY AUTOMOTIVE	SEATBELT STOP MAINT. DEPT. AND WIPER BLADE BUS GARAGE	17.31
			Totals for 8443	17.31
8444	07/07/2021	RICHEY & SON, INC.	JHS AND JMS BOYS AND GIRLS TRACK SUPPLIES	1,620.00
			Totals for 8444	1,620.00
8445	07/07/2021	SO. JACKSONVILLE WAT	South School Water & Sewer Usage 6/1/21-6/30/21	50.36
			Totals for 8445	50.36
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-TRAUMA GUIDE	70.10
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON	11.91
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES	698.00
8446	07/08/2021	BMO CORPORATE MASTER	ED TECH-DMARC DIGESTS	10.00
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-RETURN OF THE WARRIOR	18.42
8446	07/08/2021	BMO CORPORATE MASTER	ILLINOIS READING COUNCIL FOR PROFESSIONAL DEVL P.	551.00
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES	139.97
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-EYESEEME	428.41
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.AMAZON-SEARS PART DIRECT, ROOM AIR CONDITIONER ELECTRONIC CONTROL BOARD	83.37
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.-PURPLE PAGE UP	8.99
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-BELSON OUTDOORS	2,438.99
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-TONER CARTRIDGE	105.89
8446	07/08/2021	BMO CORPORATE MASTER	SUPERINTENDENT SOFTWARE TAX REFUND	-2.64
8446	07/08/2021	BMO CORPORATE MASTER	Supplies	470.85
8446	07/08/2021	BMO CORPORATE MASTER	JHS AMAZON - FILE FOLDERS	26.97
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-DRY ERASE BOARD	95.90
8446	07/08/2021	BMO CORPORATE MASTER	IASSE ANNUAL FY 2022 MEMBERSHIPS	360.00
8446	07/08/2021	BMO CORPORATE MASTER	JHS AMAZON - TONER CARTRIDGE, LEGAL PADS, WHITE-OUT	53.33
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-CHAIR	106.45
8446	07/08/2021	BMO CORPORATE MASTER	JMS AMAZON-DRY ERASE BOARD	56.90
8446	07/08/2021	BMO CORPORATE MASTER	POSTAGE FOR SPECIAL SERVICES	67.99
8446	07/08/2021	BMO CORPORATE MASTER	ED TECH AMAZON-CABLE DISPLAYPORTS	383.50
8446	07/08/2021	BMO CORPORATE MASTER	ED TECH AMAZON-LABEL TAPE	26.10
8446	07/08/2021	BMO CORPORATE MASTER	ED TECH AMAZON-TV WALL MOUNT	16.99
8446	07/08/2021	BMO CORPORATE MASTER	MAINT. AMAZON-NEW CSBO NAME PLATE	11.93
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- POSTAGE	74.99
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.-STATE OF PLAY END	295.00

CHECK CHECK		INVOICE			
NUMBER	DATE	VENDOR	DESCRIPTION		AMOUNT
			CAP BORDER RAMP		
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.-KEYBOARD WRIST REST FOR HR		7.99
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.-DECKER EQUIPMENT, PAIL OF ZINC PLATED SWING CHAINS		423.06
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.AMAZON-SWING SEATS		557.80
8446	07/08/2021	BMO CORPORATE MASTER	MAINT DEPT.AMAZON-SPARK PLUG		15.29
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		3,545.39
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		608.87
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		769.36
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		365.58
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		142.82
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		399.12
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		496.84
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		658.58
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		16.19
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		56.65
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		349.44
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-PAPA MURPHY'S		585.75
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-USPS		132.00
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		39.96
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		31.43
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		502.10
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-SANG. COUNTY CLERK		51.13
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		326.16
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		299.53
8446	07/08/2021	BMO CORPORATE MASTER	2021 LEADING PROFESSIONAL LEARNING COMMUNITIES		199.00
8446	07/08/2021	BMO CORPORATE MASTER	POSTAGE FOR CENTRAL OFFICE		6.45
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		21.54
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		1,957.02
8446	07/08/2021	BMO CORPORATE MASTER	MAINT. AMAZON-CD-BLANK DISCS FOR BOARD		14.88
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		162.22
8446	07/08/2021	BMO CORPORATE MASTER	CURRICULUM OFFICE- SUPPLIES		31.11
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		78.76
8446	07/08/2021	BMO CORPORATE MASTER	EARLY YEARS-AMAZON		914.46
8446	07/08/2021	BMO CORPORATE MASTER	JOINT ANNUAL CONFERENCE REGISTRATIONS FOR BOARD		3,889.28
8446	07/08/2021	BMO CORPORATE MASTER	EVENT GREAT MINDS FOR PROFESSIONAL DVLP.		100.00
8446	07/08/2021	BMO CORPORATE MASTER	2022 FROM WORDS TO ACTION		199.00
			Totals for 8446		24,564.07
8447	07/12/2021	EVORA CONSULTING	ILLINOIS UST EDUCATION TRAINING CLASS FOR CLASS A, B, AND C PEORIA 09/07/2021		250.00
			Totals for 8447		250.00
8448	07/12/2021	PDC/AREA COMPANIES	EARLY YEARS TRASH SERVICE		258.91
			Totals for 8448		258.91
8449	07/12/2021	THE RON CLARK ACADEM	RX0714-07082021-3360/RX0714-07 082021-3359		1,300.00
			Totals for 8449		1,300.00
8450	07/12/2021	US BANK EQUIPMENT FI	XEROX FOR 6/28/21-7/28/21		10,520.39
			Totals for 8450		10,520.39

CHECK CHECK			INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION		AMOUNT
8451	07/14/2021	MEDIACOM LLC	7/1/21-7/31/2021 STATEMENT OF SERVICE FOR DISTRICT FIBER		105.00
			Totals for 8451		105.00
8452	07/14/2021	MURRAYVILLE SEWER DE	307 Masters-Water 5/01/2021-5/31/2021		233.36
			Totals for 8452		233.36
8453	07/14/2021	MURRAYVILLE-WOODSON	307 Masters-Water 6/1/2021-7/01/2021		36.33
			Totals for 8453		36.33
8454	07/14/2021	PDC/AREA COMPANIES	MAINT BUILDING TRASH SERVICE		871.44
8454	07/14/2021	PDC/AREA COMPANIES	TRASH SERVICE		94.57
8454	07/14/2021	PDC/AREA COMPANIES	SOUTH PLAYGROUND TRASH SERVICE		558.25
8454	07/14/2021	PDC/AREA COMPANIES	M/W PLAYGROUND TRASH SERVICE		275.00
			Totals for 8454		1,799.26
8455	07/22/2021	8 TO 18 MEDIA, INC.	JHS Athletic Dept. 8to18 Program Annual Subscription		750.00
			Totals for 8455		750.00
8456	07/22/2021	ACE HARDWARE	CLOSING DATE 5/31/2021 PAYING ALL INVOICES FOR JACKSONVILLE SCHOOL DISTRICT #117 SUPPLIES FOR MAINT. SHOP, EARLY YEARS, CENTRAL OFFICE, WASHINGTON		91.92
			Totals for 8456		91.92
8457	07/22/2021	AFFORDABLE SHRED	SHRED FOR SPECIAL SERVICES		30.00
			Totals for 8457		30.00
8458	07/22/2021	AFPLANSERV	INVOICE PERIOD 5/1/21-5/31/21		182.00
			Totals for 8458		182.00
8459	07/22/2021	ALL INCLUSIVE REC LL	WOOD CHIP FILL FOR ELEMENTARY PLAYGROUNDS		17,082.00
			Totals for 8459		17,082.00
8460	07/22/2021	ALLEN SERVICE CORP	ASBESTOS ABATEMENT JANUARY 1, 2021 THROUGH MAY 31, 2021		1,890.00
			Totals for 8460		1,890.00
8461	07/22/2021	AMALGAMATED BANK OF	REGISTRAR AND PAYING AGENT: WESTERN ILLINOIS ECONOMIC DEVELOPMENT AUTHORITY, SERIES 2015 (JACKSONVILLE SD#117		450.00
			Totals for 8461		450.00
8462	07/22/2021	AMEREN ILLINOIS	JHS BOWL METER CHANGE OUT		19.70
8462	07/22/2021	AMEREN ILLINOIS	1 W CENTRAL PARK PLZ		34.35
8462	07/22/2021	AMEREN ILLINOIS	3 W CENTRAL PARK PLZ		69.21
8462	07/22/2021	AMEREN ILLINOIS	205 WEST STATE ST.		27.22
8462	07/22/2021	AMEREN ILLINOIS	211 W STATE ST.		69.68
8462	07/22/2021	AMEREN ILLINOIS	207 WEST STATE ST.		27.22
8462	07/22/2021	AMEREN ILLINOIS	211 W STATE ST.		178.55
8462	07/22/2021	AMEREN ILLINOIS	1 W CENTRAL PARK PLZ		106.49
8462	07/22/2021	AMEREN ILLINOIS	1 W CENTRAL PARK PLZ		50.42
8462	07/22/2021	AMEREN ILLINOIS	211 W STATE ST.		27.22
8462	07/22/2021	AMEREN ILLINOIS	211 W STATE ST.		1,385.99
8462	07/22/2021	AMEREN ILLINOIS	215 W Walnut Street		30.39
8462	07/22/2021	AMEREN ILLINOIS	315 W WALNUT		202.97
8462	07/22/2021	AMEREN ILLINOIS	(JHS) 1211 N. Diamond Street		73.63
8462	07/22/2021	AMEREN ILLINOIS	30 N. CENTRAL PLAZA		52.96
			Totals for 8462		2,356.00

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
8463	07/22/2021	ARAMARK UNIFORM SERV	JSD#117 LOGO MATS FOR CENTRAL OFFICE AND SPECIAL SERVICES	123.83
8463	07/22/2021	ARAMARK UNIFORM SERV	JSD LOGO MATS FOR CENTRAL OFFICE AND SPECIAL SERVICES	123.83
			Totals for 8463	247.66
8464	07/22/2021	BARNES & NOBLE INC	TITLE BOOKS FOR ROUTT	546.00
			Totals for 8464	546.00
8465	07/22/2021	BELVILLE'S GARAGE LL	STATE TESTS FOR BUSES	102.00
8465	07/22/2021	BELVILLE'S GARAGE LL	STATE TEST FOR BUS	51.00
			Totals for 8465	153.00
8466	07/22/2021	BORDEAN, JONATHAN	INTERPRETING SERVICES FOR 5/19/2021	223.75
			Totals for 8466	223.75
8467	07/22/2021	BPS BEHAVIORAL HEALT	SAFE SCHOOL VISIT 5/26/2021 FOR JHS	300.00
			Totals for 8467	300.00
8468	07/22/2021	CENTRAL STATE 8 CONF	CS8 21-21 Dues	2,000.00
			Totals for 8468	2,000.00
8469	07/22/2021	CULLIGAN OF SPRINGFI	SERVICE 7/01/21-7/31/21 A#029207	95.50
			Totals for 8469	95.50
8470	07/22/2021	DELL MARKETING LP	Laptops for JHS Special Education Room 803A	2,196.94
			Totals for 8470	2,196.94
8471	07/22/2021	FILTER SERVICE OF ST	FILTERS FOR DISTRICT	1,351.85
			Totals for 8471	1,351.85
8472	07/22/2021	FOOD HANDLER SOLUTIO	SCHOOL FOOD HANDLER WEBSITE STAFF EDUCATION AND TRACKING PROGRAM	875.00
			Totals for 8472	875.00
8473	07/22/2021	FRANKLIN COVEY	TLIM STUDENT ACTIVITY BOOKS	1,032.03
			Totals for 8473	1,032.03
8474	07/22/2021	HANDWRITING WITHOUT	HANDWRITING BOOKS FOR FY22	10,890.28
			Totals for 8474	10,890.28
8475	07/22/2021	HEART TECHNOLOGIES,	North Elementary Surveillance Camera Solution (FINAL BILL)	5,742.35
8475	07/22/2021	HEART TECHNOLOGIES,	Camera System at Murrayville (FINAL BILL)	7,979.21
8475	07/22/2021	HEART TECHNOLOGIES,	Camera System at Washington (FINAL BILLING)	8,887.38
8475	07/22/2021	HEART TECHNOLOGIES,	2021 Cameras at Central Office (FINAL BILLING)	1,305.83
8475	07/22/2021	HEART TECHNOLOGIES,	EISENHOWER CAMERA SYSTEMS-PAYING THE REST OF PO#3302100082 (FINAL BILL)	6,988.93
8475	07/22/2021	HEART TECHNOLOGIES,	CARD SWIPE PROXY CARDS	489.00
			Totals for 8475	31,392.70
8476	07/22/2021	HEINEMANN	LUCY CALKINS MATERIAL FOR LINCOLN	528.00
8476	07/22/2021	HEINEMANN	REPLACEMENT LLI BOOKS FOR LINCOLN	3,183.89
			Totals for 8476	3,711.89
8477	07/22/2021	HOME DEPOT CREDIT SE	SUPPLIES FOR THE FOLLOWING: JHS, CROSSROADS-REFRIGERATOR, WASHINGTON, M/W, SHOP, LINCOLN, CENTRAL OFFICE, JMS	1,001.41

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			Totals for 8477	1,001.41
8478	07/22/2021	HOUGHTON MIFFLIN CO	JOURNEYS WRITE-IN READERS	1,864.08
			Totals for 8478	1,864.08
8479	07/22/2021	JHS ATHLETIC REVOLVI	OFFICIALS FOR BASEBALL	60.00
			Totals for 8479	60.00
8480	07/22/2021	LAKESHORE	ACTIVITY TABLES FOR LINCOLN	871.70
8480	07/22/2021	LAKESHORE	WHITE BOARDS	105.96
			Totals for 8480	977.66
8481	07/22/2021	MACGILL SCHOOL NURSE	NURSE SUPPLIES FOR WASHINGTON ELEMENTARY	265.95
			Totals for 8481	265.95
8482	07/22/2021	MARQUARD SALES & SER	JHS Athletic - FB Field Ice Machine repair	233.40
			Totals for 8482	233.40
8483	07/22/2021	MARY RUTH BOOKS, INC	BOOKS FOR LINCOLN	522.50
			Totals for 8483	522.50
8484	07/22/2021	MCC NETWORK SERVICES	MONTHLY SERVICE	2,910.00
			Totals for 8484	2,910.00
8485	07/22/2021	MIDWEST OCCUPATIONAL	BUS DRIVER DRUG SCREENING	250.00
8485	07/22/2021	MIDWEST OCCUPATIONAL	BUS DRIVER DRUG SCREENING	60.00
8485	07/22/2021	MIDWEST OCCUPATIONAL	BUS DRIVER PHYSICALS AND DRUG SCREENINGS	250.00
8485	07/22/2021	MIDWEST OCCUPATIONAL	BUS DRIVER PHSYICAL AND DRUG SCREENINGS	250.00
			Totals for 8485	810.00
8486	07/22/2021	MOLO PETROLEUM, LLC	SHELL ROT AND DRUM DEPOSIT	795.67
8486	07/22/2021	MOLO PETROLEUM, LLC	SHELL ROT DRUM DEPOSIT	795.67
			Totals for 8486	1,591.34
8487	07/22/2021	MUNICIPAL UTILITIES	Lincoln-320 W Independence Ave.	44.44
8487	07/22/2021	MUNICIPAL UTILITIES	North School-1211 N. Main	21.70
8487	07/22/2021	MUNICIPAL UTILITIES	(JHS)1211 N. Diamand	651.94
8487	07/22/2021	MUNICIPAL UTILITIES	JHS-1211 N. Diamond	1,192.29
8487	07/22/2021	MUNICIPAL UTILITIES	(EARLY YEARS)-506 Jordan	47.46
8487	07/22/2021	MUNICIPAL UTILITIES	BUS GARAGE-837 N. Main	37.40
8487	07/22/2021	MUNICIPAL UTILITIES	JHS Athletic Field-331 W. Walnut	125.93
8487	07/22/2021	MUNICIPAL UTILITIES	CROSSROADS-30 N. CENTRAL PARK PLAZA	37.40
8487	07/22/2021	MUNICIPAL UTILITIES	1 W. CENTRAL PARK PLAZA	37.40
8487	07/22/2021	MUNICIPAL UTILITIES	211 WEST STATE STREET	37.40
8487	07/22/2021	MUNICIPAL UTILITIES	211 WEST STATE STREET	37.40
			Totals for 8487	2,270.76
8488	07/22/2021	MUSIC SHOPPE, INC	JMS VIOLIN WALL HANGER	10.39
			Totals for 8488	10.39
8489	07/22/2021	MY BINDING	FILM FOR OSS	283.04
			Totals for 8489	283.04
8490	07/22/2021	NAPA AUTO PARTS	BREAK FLUID FOR BUS	49.98
8490	07/22/2021	NAPA AUTO PARTS	TAP SCREW, STOP LEAK, SHOT, FOR BUS	52.30
8490	07/22/2021	NAPA AUTO PARTS	WHEEL NUT FOR MAINT. TRUCK	10.06
8490	07/22/2021	NAPA AUTO PARTS	CIR BREAKER FOR BUS	4.08
8490	07/22/2021	NAPA AUTO PARTS	FHP POWERATED BELT	14.48
8490	07/22/2021	NAPA AUTO PARTS	CREEPER LASTIC BODY, CREEPERW HDRST AND RING TERMINAL	98.16
			Totals for 8490	229.06

CHECK CHECK		INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION	
8491	07/22/2021	NWEA	MAP READING FLUENCY ADD-ON FOR BUNDLE PRICE	30.00
			Totals for 8491	30.00
8492	07/22/2021	OCONOMOWOC DEVELOPME	TUITION FOR JUNE 2021	3,690.82
			Totals for 8492	3,690.82
8493	07/22/2021	POLAR ELECTRO INC.	PE EQUIPMENT FOR JMS	2,239.76
			Totals for 8493	2,239.76
8494	07/22/2021	READING READING BOOK	BOOKS FOR LINCOLN	1,316.70
			Totals for 8494	1,316.70
8495	07/22/2021	RIDDELL/ALL AMERICAN	Football Reconditioning	4,908.68
			Totals for 8495	4,908.68
8496	07/22/2021	SAFELITE FULFILLMENT	INSTALL WINDSHIELD FOR BUS GARAGE A#475432	259.99
			Totals for 8496	259.99
8497	07/22/2021	SHERWIN-WILLIAMS	SSTRIPE FMP WHITE PAINT FOR JHS	358.20
8497	07/22/2021	SHERWIN-WILLIAMS	PAINT FOR EARLY YEARS	205.47
			Totals for 8497	563.67
8498	07/22/2021	SINER, PETER	GOOGLE CERTIFICATION COURSE WITH PROMOTION	2,400.00
			Totals for 8498	2,400.00
8499	07/22/2021	SKYWARD ACCTNG DEPT	ELECTRONIC SIGNATURE FOR NEW CSBO	200.00
			Totals for 8499	200.00
8500	07/22/2021	TACONY CORP	LID, BACKPACK COMFORT	11.59
			Totals for 8500	11.59
8501	07/22/2021	THE MATH LEARNING CE	BRIDGES INTERVENTION FOR WASHINGTON	2,086.50
8501	07/22/2021	THE MATH LEARNING CE	BRIDGES INTERVENTION KITS	8,399.50
			Totals for 8501	10,486.00
8502	07/22/2021	THE SOURCE	REGISTRATION ADS	400.00
			Totals for 8502	400.00
8503	07/22/2021	TROXELL	MONTHLY CONSULTING FEES FOR 9/1/2020-9/1/2021	2,200.00
			Totals for 8503	2,200.00
8504	07/22/2021	UNITED CHEVROLET	DRIVERS ED MONTHLY FEE FOR JUNE 2021	600.00
			Totals for 8504	600.00
117444	06/30/2021	403B ASP	Payroll accrual	1,535.00
			Totals for 117444	1,535.00
117445	06/30/2021	AMERICAN FIDELITY FL	Payroll accrual	416.46
117445	06/30/2021	AMERICAN FIDELITY FL	Payroll accrual	2,999.29
			Totals for 117445	3,415.75
117446	06/30/2021	AMERICAN FIDELITY AS	Payroll accrual	7,878.37
117446	06/30/2021	AMERICAN FIDELITY AS	Payroll accrual	4,573.72
117446	06/30/2021	AMERICAN FIDELITY AS	Payroll accrual	4,766.55
117446	06/30/2021	AMERICAN FIDELITY AS	Payroll accrual	8,050.45
			Totals for 117446	25,269.09
117447	06/30/2021	AMERICAN FIDELITY AS	Payroll accrual	3,625.00
			Totals for 117447	3,625.00
117448	06/30/2021	AXA EQUITABLE	Payroll accrual	4,665.25
			Totals for 117448	4,665.25
117449	06/30/2021	HORACE MANN COMPANIE	Payroll accrual	110.56
117449	06/30/2021	HORACE MANN COMPANIE	Payroll accrual	110.56
			Totals for 117449	221.12
117450	06/30/2021	HORACE MANN COMPANIE	Payroll accrual	1,145.00

CHECK CHECK		INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION	
			Totals for 117450	1,145.00
117451	06/30/2021	IEA/NEA SUPPORT PERS	Payroll accrual	-16.11
117451	06/30/2021	IEA/NEA SUPPORT PERS	Payroll accrual	499.41
117451	06/30/2021	IEA/NEA SUPPORT PERS	Payroll accrual	16.11
			Totals for 117451	499.41
117452	06/30/2021	ILLINOIS EDUCATORS C	Payroll accrual	1,610.00
117452	06/30/2021	ILLINOIS EDUCATORS C	Payroll accrual	260.00
			Totals for 117452	1,870.00
117453	06/30/2021	ING/VOYA RETIREMENT	Payroll accrual	100.00
			Totals for 117453	100.00
117454	06/30/2021	J E A - DUES	Payroll accrual	49.44
			Totals for 117454	49.44
117455	06/30/2021	JACKSONVILLE SCHOOL	Payroll accrual	296.09
117455	06/30/2021	JACKSONVILLE SCHOOL	Payroll accrual	41.42
			Totals for 117455	337.51
117456	06/30/2021	JACKSONVILLE PUBLIC	Payroll accrual	63.00
117456	06/30/2021	JACKSONVILLE PUBLIC	Payroll accrual	63.00
			Totals for 117456	126.00
117457	06/30/2021	LUCIE, SCALF, & BOUG	Payroll accrual	290.67
			Totals for 117457	290.67
117458	06/30/2021	PRAIRIELAND UNITED W	Payroll accrual	94.17
117458	06/30/2021	PRAIRIELAND UNITED W	Payroll accrual	94.17
			Totals for 117458	188.34
117459	06/30/2021	VARIABLE ANNUITY LIF	Payroll accrual	1,705.00
117459	06/30/2021	VARIABLE ANNUITY LIF	Payroll accrual	30.00
117459	06/30/2021	VARIABLE ANNUITY LIF	Payroll accrual	-30.00
			Totals for 117459	1,705.00
117469	07/15/2021	403B ASP	Payroll accrual	1,535.00
			Totals for 117469	1,535.00
117470	07/15/2021	AMERICAN FIDELITY FL	Payroll accrual	416.46
117470	07/15/2021	AMERICAN FIDELITY FL	Payroll accrual	2,982.63
			Totals for 117470	3,399.09
117471	07/15/2021	AMERICAN FIDELITY AS	Payroll accrual	3,625.00
			Totals for 117471	3,625.00
117472	07/15/2021	AXA EQUITABLE	Payroll accrual	4,665.25
			Totals for 117472	4,665.25
117473	07/15/2021	HORACE MANN COMPANIE	Payroll accrual	1,145.00
			Totals for 117473	1,145.00
117474	07/15/2021	IEA/NEA SUPPORT PERS	Payroll accrual	483.30
			Totals for 117474	483.30
117475	07/15/2021	ILLINOIS EDUCATORS C	Payroll accrual	1,610.00
117475	07/15/2021	ILLINOIS EDUCATORS C	Payroll accrual	260.00
			Totals for 117475	1,870.00
117476	07/15/2021	ING/VOYA RETIREMENT	Payroll accrual	100.00
			Totals for 117476	100.00
117477	07/15/2021	JACKSONVILLE SCHOOL	Payroll accrual	296.09
117477	07/15/2021	JACKSONVILLE SCHOOL	Payroll accrual	41.42
			Totals for 117477	337.51
117478	07/15/2021	LUCIE, SCALF, & BOUG	Payroll accrual	290.67
			Totals for 117478	290.67
117479	07/15/2021	VARIABLE ANNUITY LIF	Payroll accrual	1,705.00
			Totals for 117479	1,705.00
202000534	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual	15,771.72
202000534	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual	592.24
202000534	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual	36,449.20
			Totals for 202000534	52,813.16

CHECK CHECK		INVOICE			
NUMBER	DATE	VENDOR	DESCRIPTION		AMOUNT
202000548	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		-106.33
202000548	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		-245.75
			Totals for 202000548		-352.08
202000553	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		47.52
202000553	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		109.82
			Totals for 202000553		157.34
202000558	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		2,467.20
202000558	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		109.49
202000558	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		74,228.50
			Totals for 202000558		76,805.19
202000559	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		13,767.56
202000559	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		13,767.56
			Totals for 202000559		27,535.12
202000560	06/30/2021	EFTPS -- SOCIAL SECU	Payroll accrual		17,290.20
202000560	06/30/2021	EFTPS -- SOCIAL SECU	Payroll accrual		17,290.20
			Totals for 202000560		34,580.40
202000561	06/30/2021	IL MUNICIPAL RETIREME	Payroll accrual		12,433.20
202000561	06/30/2021	IL MUNICIPAL RETIREME	Payroll accrual		414.15
202000561	06/30/2021	IL MUNICIPAL RETIREME	Payroll accrual		28,746.26
			Totals for 202000561		41,593.61
202000562	06/30/2021	IL STATE DISBURSEMEN	Payroll accrual		922.58
			Totals for 202000562		922.58
202000563	06/30/2021	ILLINOIS DEPT OF REV	Payroll accrual		341.00
202000563	06/30/2021	ILLINOIS DEPT OF REV	Payroll accrual		40,561.52
			Totals for 202000563		40,902.52
202000564	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		104.47
202000564	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		8,548.86
202000564	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		6,342.68
202000564	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		77.51
			Totals for 202000564		15,073.52
202000565	06/30/2021	TEACHERS' RET BENEFI	Payroll accrual		3,998.79
202000565	06/30/2021	TEACHERS' RET BENEFI	Payroll accrual		48.87
			Totals for 202000565		4,047.66
202000566	06/30/2021	TEACHERS' RET MEMBER	Payroll accrual		101.69
202000566	06/30/2021	TEACHERS' RET MEMBER	Payroll accrual		62,048.75
202000566	06/30/2021	TEACHERS' RET MEMBER	Payroll accrual		758.23
			Totals for 202000566		62,908.67
202000567	06/30/2021	TEACHERS' RETIRE FUN	Payroll accrual		3,193.10
202000567	06/30/2021	TEACHERS' RETIRE FUN	Payroll accrual		14.39
			Totals for 202000567		3,207.49
202000568	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		100.00
202000568	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		1,285.82
			Totals for 202000568		1,385.82
202000569	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		123.31
202000569	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		123.31
			Totals for 202000569		246.62
202000570	06/30/2021	EFTPS -- SOCIAL SECU	Payroll accrual		527.24
202000570	06/30/2021	EFTPS -- SOCIAL SECU	Payroll accrual		527.24
			Totals for 202000570		1,054.48
202000571	06/30/2021	IL MUNICIPAL RETIREME	Payroll accrual		382.67
202000571	06/30/2021	IL MUNICIPAL RETIREME	Payroll accrual		884.40
			Totals for 202000571		1,267.07
202000572	06/30/2021	ILLINOIS DEPT OF REV	Payroll accrual		402.00
			Totals for 202000572		402.00
202000573	06/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual		-67.87
			Totals for 202000573		-67.87

CHECK CHECK			INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION		
202000574	06/15/2021	EFTPS -- MEDICARE	Payroll accrual		-15.31
202000574	06/15/2021	EFTPS -- MEDICARE	Payroll accrual		-15.31
			Totals for 202000574		-30.62
202000575	06/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual		-65.47
202000575	06/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual		-65.47
			Totals for 202000575		-130.94
202000576	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		-47.52
202000576	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		-109.82
			Totals for 202000576		-157.34
202000577	06/15/2021	ILLINOIS DEPT OF REV	Payroll accrual		-48.43
			Totals for 202000577		-48.43
202000578	06/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual		67.87
			Totals for 202000578		67.87
202000579	06/15/2021	EFTPS -- MEDICARE	Payroll accrual		15.31
202000579	06/15/2021	EFTPS -- MEDICARE	Payroll accrual		15.31
			Totals for 202000579		30.62
202000580	06/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual		65.47
202000580	06/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual		65.47
			Totals for 202000580		130.94
202000581	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		47.52
202000581	06/15/2021	IL MUNICIPAL RETIREME	Payroll accrual		109.82
			Totals for 202000581		157.34
202000582	06/15/2021	ILLINOIS DEPT OF REV	Payroll accrual		48.43
			Totals for 202000582		48.43
202000583	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		513.30
			Totals for 202000583		513.30
202000584	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		114.41
202000584	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		114.41
			Totals for 202000584		228.82
202000585	06/30/2021	ILLINOIS DEPT OF REV	Payroll accrual		350.56
			Totals for 202000585		350.56
202000586	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		97.83
202000586	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		72.59
			Totals for 202000586		170.42
202000587	06/30/2021	TEACHERS' RET BENEFI	Payroll accrual		45.75
			Totals for 202000587		45.75
202000588	06/30/2021	TEACHERS' RET MEMBER	Payroll accrual		710.08
			Totals for 202000588		710.08
202000589	06/30/2021	EFTPS -- FEDERAL TAX	Payroll accrual		11.19
			Totals for 202000589		11.19
202000590	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		4.47
202000590	06/30/2021	EFTPS -- MEDICARE	Payroll accrual		4.47
			Totals for 202000590		8.94
202000591	06/30/2021	ILLINOIS DEPT OF REV	Payroll accrual		13.68
			Totals for 202000591		13.68
202000592	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		3.82
202000592	06/30/2021	TEACHERS' HEALTH INS	Payroll accrual		2.83
			Totals for 202000592		6.65
202000593	06/30/2021	TEACHERS' RET BENEFI	Payroll accrual		1.79
			Totals for 202000593		1.79
202000594	06/30/2021	TEACHERS' RET MEMBER	Payroll accrual		27.72
			Totals for 202000594		27.72
202100001	07/01/2021	JAMES R COOK & EVA J	JULY RENT 2021 FOR CROSSROADS (RATE INCREASE STARTING JULY 1, 2021)		3,750.00
			Totals for 202100001		3,750.00

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NUMBER	DATE	VENDOR	DESCRIPTION	
202100002	07/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual	2,312.20
202100002	07/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual	114.54
202100002	07/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual	71,869.72
Totals for 202100002				74,296.46
202100003	07/15/2021	EFTPS -- MEDICARE	Payroll accrual	13,670.96
202100003	07/15/2021	EFTPS -- MEDICARE	Payroll accrual	13,670.96
Totals for 202100003				27,341.92
202100004	07/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual	16,779.60
202100004	07/15/2021	EFTPS -- SOCIAL SECU	Payroll accrual	16,779.60
Totals for 202100004				33,559.20
202100006	07/15/2021	IL STATE DISBURSEMEN	Payroll accrual	922.58
Totals for 202100006				922.58
202100007	07/15/2021	ILLINOIS DEPT OF REV	Payroll accrual	336.00
202100007	07/15/2021	ILLINOIS DEPT OF REV	Payroll accrual	40,420.74
Totals for 202100007				40,756.74
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	78.48
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	538.48
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	7,474.51
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	5,545.61
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	58.43
202100008	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	400.84
Totals for 202100008				14,096.35
202100009	07/15/2021	TEACHERS' RET BENEFIT	Payroll accrual	3,860.80
202100009	07/15/2021	TEACHERS' RET BENEFIT	Payroll accrual	50.58
Totals for 202100009				3,911.38
202100010	07/15/2021	TEACHERS' RET MEMBER	Payroll accrual	101.69
202100010	07/15/2021	TEACHERS' RET MEMBER	Payroll accrual	59,907.75
202100010	07/15/2021	TEACHERS' RET MEMBER	Payroll accrual	784.77
Totals for 202100010				60,794.21
202100011	07/15/2021	TEACHERS' RETIRE FUN	Payroll accrual	2,927.89
202100011	07/15/2021	TEACHERS' RETIRE FUN	Payroll accrual	643.72
202100011	07/15/2021	TEACHERS' RETIRE FUN	Payroll accrual	14.39
Totals for 202100011				3,586.00
202100012	07/15/2021	EFTPS -- FEDERAL TAX	Payroll accrual	30.22
Totals for 202100012				30.22
202100013	07/15/2021	EFTPS -- MEDICARE	Payroll accrual	13.09
202100013	07/15/2021	EFTPS -- MEDICARE	Payroll accrual	13.09
Totals for 202100013				26.18
202100014	07/15/2021	ILLINOIS DEPT OF REV	Payroll accrual	40.12
Totals for 202100014				40.12
202100015	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	11.20
202100015	07/15/2021	TEACHERS' HEALTH INS	Payroll accrual	8.31
Totals for 202100015				19.51
202100016	07/15/2021	TEACHERS' RET BENEFIT	Payroll accrual	5.24
Totals for 202100016				5.24
202100017	07/15/2021	TEACHERS' RET MEMBER	Payroll accrual	81.27
Totals for 202100017				81.27
202101137	06/30/2021	JSSA	Payroll accrual	44.94
Totals for 202101137				44.94
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	477.72
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	47.60
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	148.82
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	2,126.00
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	200.45
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	1,082.43
202101138	06/30/2021	SCHOOL DIST 117 DENT	Payroll accrual	344.30

CHECK CHECK		INVOICE					AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION				
202101138	06/30/2021	SCHOOL DIST 117	DENT	Payroll	accrual	3,098.70	
202101138	06/30/2021	SCHOOL DIST 117	DENT	Payroll	accrual	155.04	
202101138	06/30/2021	SCHOOL DIST 117	DENT	Payroll	accrual	1,162.80	
202101138	06/30/2021	SCHOOL DIST 117	DENT	Payroll	accrual	289.44	
202101138	06/30/2021	SCHOOL DIST 117	DENT	Payroll	accrual	119.43	
Totals for 202101138						9,252.73	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	2.10	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	6.30	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	39.50	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	4.20	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	-2.10	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	1,457.11	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	915.60	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	0.53	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	3.16	
202101139	06/30/2021	SCHOOL DIST 117	LIF	Payroll	accrual	52.14	
Totals for 202101139						2,478.54	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	4,317.60	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	31,519.80	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	2,322.48	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	247.90	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	918.29	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	3,931.30	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	5,043.64	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	393.13	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	9,230.56	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	150,425.52	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	14,326.24	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	290.31	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	484.92	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	360.26	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	-484.92	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	922.89	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	335.69	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	1,843.23	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	414.61	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	829.22	
202101140	06/30/2021	SCHOOL DIST 117	MEDI	Payroll	accrual	904.88	
Totals for 202101140						228,577.55	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	3.70	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	3.80	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	83.60	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	2.35	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	54.25	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	336.33	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	-3.70	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	6.16	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	-2.50	
202101141	06/30/2021	SCHOOL DIST 117	VISI	Payroll	accrual	1,624.30	
Totals for 202101141						2,108.29	
212200001	07/15/2021	JSSA		Payroll	accrual	22.47	
Totals for 212200001						22.47	
212200002	07/15/2021	SCHOOL DIST 117	DENT	Payroll	accrual	167.96	
212200002	07/15/2021	SCHOOL DIST 117	DENT	Payroll	accrual	1,162.80	
212200002	07/15/2021	SCHOOL DIST 117	DENT	Payroll	accrual	289.44	
212200002	07/15/2021	SCHOOL DIST 117	DENT	Payroll	accrual	119.43	

CHECK CHECK			INVOICE		AMOUNT
NUMBER	DATE	VENDOR	DESCRIPTION		
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		148.82
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		2,147.26
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		477.72
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		200.45
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		1,042.34
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		344.30
212200002	07/15/2021	SCHOOL DIST 117	DENT Payroll accrual		3,098.70
Totals for 212200002					9,199.22
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		5.25
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		39.50
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		0.53
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		3.16
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		49.77
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		1,396.54
212200003	07/15/2021	SCHOOL DIST 117	LIF Payroll accrual		913.50
Totals for 212200003					2,408.25
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		198.77
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		4,317.60
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		31,519.80
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		922.89
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		335.69
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		1,843.23
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		414.61
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		829.22
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		150,004.16
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		14,326.24
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		3,538.17
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		9,230.56
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		360.26
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		5,043.64
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		393.13
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		904.88
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		290.31
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		2,322.48
212200004	07/15/2021	SCHOOL DIST 117	MEDI Payroll accrual		247.90
Totals for 212200004					227,043.54
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		3.80
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		1,628.00
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		2.35
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		54.25
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		336.33
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		-2.50
212200005	07/15/2021	SCHOOL DIST 117	VISI Payroll accrual		81.70
Totals for 212200005					2,103.93
212200006	07/22/2021	APEX LEARNING INC.	2021 Summer School		3,500.00
Totals for 212200006					3,500.00
212200007	07/22/2021	BOOK SYSTEMS	District Book Systems Renewal		7,960.00
Totals for 212200007					7,960.00
212200008	07/22/2021	BUNNER, CORY	Reimbursement (Baseball Supplies)		845.67
Totals for 212200008					845.67
212200009	07/22/2021	BUS PARTS WAREHOUSE	ELECTRONIC CONTROL MODULE, MOTOR UPGRADE KIT, BACKUP LIGHT, TURN LAMP		1,424.00
Totals for 212200009					1,424.00
212200010	07/22/2021	CHAMBER OF COMMERCE	ANNUAL DUES FOR JSD#117		225.00

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			Totals for 212200010	225.00
212200011	07/22/2021	CONNOR CO	FIBERGLASS AND FILTERS FOR SOUTH	63.92
212200011	07/22/2021	CONNOR CO	JHS GENETRON REFRIGERANT	313.20
212200011	07/22/2021	CONNOR CO	SOUTH FILTERS	90.77
212200011	07/22/2021	CONNOR CO	NORTH FILTERS	23.81
212200011	07/22/2021	CONNOR CO	CROSSROADS FILTERS	41.49
212200011	07/22/2021	CONNOR CO	JHS FILTERS	11.35
			Totals for 212200011	544.54
212200012	07/22/2021	DISCOUNT SCHOOL SUPP	PAYING REST OF PO#3212100311 PRESCHOOL FAMILY ENGAGEMENT KIT-STEM	42.35
			Totals for 212200012	42.35
212200013	07/22/2021	FOUR RIVERS SPECIAL	FEE ASSESSMENT STATEMENT FOR 2021-2022 SCHOOL YEAR.-1/3RD DUE ON 7/31/21	168,473.00
			Totals for 212200013	168,473.00
212200014	07/22/2021	HALLOCK, ALAN	Reimbursement (Bookshelf Supplies)	634.85
			Totals for 212200014	634.85
212200015	07/22/2021	HEARTLAND AG, INC	MOJAVE	775.00
212200015	07/22/2021	HEARTLAND AG, INC	WEEDONE AND CREDIT 41	84.63
			Totals for 212200015	859.63
212200016	07/22/2021	HENRY'S SERV CENTER	SHARPEN BLADE FOR MAINT.	21.00
212200016	07/22/2021	HENRY'S SERV CENTER	BELT CUTTER DECK FOR MAINT.	101.60
212200016	07/22/2021	HENRY'S SERV CENTER	OIL FILTER FOR MAINT.	9.89
			Totals for 212200016	132.49
212200017	07/22/2021	HENSON ROBINSON COMP	EISENHOWER AND NORTH RE-ROOFING WORK APPLICATION FOR PAYMENT #1	232,496.10
			Totals for 212200017	232,496.10
212200018	07/22/2021	HOPE SCHOOL	JUNE 2021 TUITION	39,769.88
			Totals for 212200018	39,769.88
212200019	07/22/2021	ILMO PRODUCTS COMPAN	JHS METAL SHOP SUPPLIES	16.80
212200019	07/22/2021	ILMO PRODUCTS COMPAN	MAINT. AND BUS GARAGE SUPPLIES	54.90
212200019	07/22/2021	ILMO PRODUCTS COMPAN	JHS AUTO SHOP SUPPLIES	16.80
			Totals for 212200019	88.50
212200020	07/22/2021	MIDWEST TRANSIT EQUI	WINDSHIELD AND ARM KIT MOTOR	334.04
			Totals for 212200020	334.04
212200021	07/22/2021	MILLER, TRACY, BRAUN, F	PROFESSIONAL SERVICES FOR JUNE 2021	562.50
			Totals for 212200021	562.50
212200022	07/22/2021	PERMA-BOUND	BOOK BROKEN THINGS	16.02
212200022	07/22/2021	PERMA-BOUND	JMS BOOKS	38.02
			Totals for 212200022	54.04
212200023	07/22/2021	PRODUCTION XPRESS	BUSINESS CARDS FOR STUDENT SERVICES	43.74
212200023	07/22/2021	PRODUCTION XPRESS	UPDATED JMS PLAQUE PLATES	60.00
			Totals for 212200023	103.74
212200024	07/22/2021	RAMMELKAMP BRADNEY A	FOR LEGAL SERVICES RENDERED THROUGH 6/30/21	100.00
			Totals for 212200024	100.00
212200025	07/22/2021	REALLY GOOD STUFF, L	TITLE MATERIAL FOR SOUTH SCHOOL	2,652.05
212200025	07/22/2021	REALLY GOOD STUFF, L	STEM MATERIAL	939.11

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
212200025	07/22/2021	REALLY GOOD STUFF, L	TITLE MATERIAL FOR M-W	237.98
Totals for 212200025				3,829.14
212200026	07/22/2021	REXX BATTERY SPECIAL	AA BATTERIES FOR SHOP	19.20
212200026	07/22/2021	REXX BATTERY SPECIAL	AA BATTERIES FOR SHOP	20.00
Totals for 212200026				39.20
212200027	07/22/2021	RKDIXON	CONTRACT OVERAGE CHARGE FOR THE 6/27/2020-6/26/2021 OVERAGE PERIOD	1,416.80
Totals for 212200027				1,416.80
212200028	07/22/2021	SCHOLASTIC	SOUTH TITLE BOOKS	42.00
212200028	07/22/2021	SCHOLASTIC	STEM BOOKS FOR LINCOLN	93.96
Totals for 212200028				135.96
212200029	07/22/2021	SCHOOL SPECIALTY	SPIRE MATERIAL FOR EISENHOWER	2,605.68
212200029	07/22/2021	SCHOOL SPECIALTY	office supplies	322.35
Totals for 212200029				2,928.03
212200030	07/22/2021	TIMBERLINE BILLING S	MEDICAID CHECK FOR FEBRUARY 2021	367.31
212200030	07/22/2021	TIMBERLINE BILLING S	MEDICAID CHECK FOR DECEMBER 2020	165.18
212200030	07/22/2021	TIMBERLINE BILLING S	2ND MEDICAID CHECK FOR JUNE 2021	681.42
212200030	07/22/2021	TIMBERLINE BILLING S	MEDICAID CHECK FOR JUNE 2021	368.79
Totals for 212200030				1,582.70
212200031	07/22/2021	TRIAD INDUSTRIAL SUP	HOSE CHEMICAL FOR MAINT. DEPT.	32.60
Totals for 212200031				32.60
212200032	07/22/2021	TRUCK CENTERS, INC	EXTERNAL BACKUP ALARM FOR BUS	111.25
Totals for 212200032				111.25
212200033	07/22/2021	TURNER TREE SERVICE	JHS BOWL TREE/STUMP REMOVAL	2,200.00
Totals for 212200033				2,200.00
Totals for checks				3,059,428.29

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION	1,210,723.18	507,809.58	454,229.56	2,172,762.32
20	OPERATIONS & MAINTENANCE	81,247.89	0.00	117,279.42	198,527.31
40	TRANSPORTATION	44,002.81	0.00	283,404.98	327,407.79
50	MUNICIPAL RETIREMENT	128,234.77	0.00	0.00	128,234.77
90	FIRE PREVENTION & SAFETY	0.00	0.00	232,496.10	232,496.10
*** Fund Summary Totals ***		1,464,208.65	507,809.58	1,087,410.06	3,059,428.29

\*\*\*\*\* End of report \*\*\*\*\*

LOC	Account Level Description	June 2020-21 Endi	June 2020-21 Rece	June 2020-21 Disb	June 2020-21 Endi
914	SOCCER CHANGE	0.00	0.00	0.00	0.00
922	WRESTLING CHANGE	0.00	0.00	0.00	0.00
984	PEP CLUB CHANGE	0.00	0.00	0.00	0.00
988	TURNER TOURNAMENT CHANGE	0.00	0.00	0.00	0.00
850	ACTV ADMIN COURTESY LIAB	-63.85	0.00	0.00	-63.85
851	ACTV CO REFRESHMENTS	-763.20	0.00	0.00	-763.20
856	ACTV INTEREST LIAB	-163.87	1.44	0.00	-165.31
857	ACTV INT ON INVESTMENTS LIAB	-7,808.93	1.37	0.00	-7,810.30
859	ACTV SPEC ED TECH LIAB	-400.03	0.00	0.00	-400.03
860	ACTV SPEC ED LD LIAB	-2,621.31	0.00	16.47	-2,604.84
866	ACTV GIFTED LIAB	-171.63	0.00	0.00	-171.63
867	ACTV EARLY YEARS LAIB	-5,266.42	0.00	0.00	-5,266.42
875	ACTV EISENHOWER SCH LIAB	-6,001.51	24.00	7.84	-6,017.67
876	ACTV EISENHOWER STORE LIAB	-125.39	0.00	0.00	-125.39
878	ACTV FRANKLIN STDS/NEED LIAB	0.00	0.00	0.00	0.00
879	ACTV FRANKLIN TEACHERS LIAB	0.00	0.00	0.00	0.00
881	ACTV LINCOLN SCHOOL LIAB	-3,571.46	67.87	1,012.06	-2,627.27
882	ACTV LINCOLN TEACHERS LIAB	0.00	0.00	0.00	0.00
883	ACTV LINC ABE'S BOOKS LIAB	-51.88	0.00	0.00	-51.88
884	ACTV MURRAYVILLE LIAB	-19,890.96	0.00	10.76	-19,880.20
885	ACTV MURRAYVILLE LIAB	-3,961.75	0.00	0.00	-3,961.75
886	ACTV MURRAYVILLE LIAB	-88.65	0.00	0.00	-88.65
887	ACTV NORTH SCHOOL LIAB	-3,120.84	109.09	96.00	-3,133.93
890	ACTV SOUTH SCHOOL LIAB	-12,156.99	35.89	0.00	-12,192.88
893	ACTV WASHINGTON PEPSI LIAB	-62.83	0.00	0.00	-62.83
894	ACTV WASHINGTON SCH LIAB	-9,710.31	10.92	0.00	-9,721.23
895	ACTIV MUSIC - ELEM	-41.12	0.00	0.00	-41.12
900	ACTV JHS ATH OTH LIAB	-20,059.76	100.00	554.50	-19,605.26
901	ACTV JHS BASEBALL LIAB	-895.65	0.00	0.00	-895.65
902	ACTV JHS J'ETTES LIAB	-17.07	0.00	0.00	-17.07
903	ACTV JHS CHEERLEADING LIAB	-269.60	2,858.25	2,754.88	-372.97
904	ACTV JHS CROSS CNTRY LIAB	-732.90	0.00	0.00	-732.90
905	ACTV JHS FCA LIAB	-3.14	0.00	0.00	-3.14
906	ACTV JHS FOOTBALL LIAB	-173.56	504.38	442.44	-235.50
907	ACTV JHS BOYS' BASKETBALL LIAB	-1,494.02	283.17	0.00	-1,777.19
908	ACTV JHS BB THNKSG TRNY LIAB	-13,212.58	0.00	2,000.00	-11,212.58
909	ACTV JHS GIRL'S BASKETBL LIAB	-1,683.12	0.00	0.00	-1,683.12
910	ACTV JHS GIRLS SOCCER LIAB	-5,080.92	0.00	690.00	-4,390.92
911	ACTV JHS GIRLS TENNIS LIAB	-196.72	0.00	0.00	-196.72
912	ACTV JHS GIRLS TRACK LIAB	-2,332.86	0.00	0.00	-2,332.86
913	ACTV JHS GOLF LIAB	-1,764.22	0.00	0.00	-1,764.22
914	ACTV JHS BOYS SOCCER LIAB	-11,700.63	1,154.00	947.27	-11,907.36
915	ACTV JHS SOFTBALL LIAB	-2,284.10	0.00	0.00	-2,284.10
916	ACTV JHS SWIM BOYS LIAB	-603.25	0.00	0.00	-603.25
917	ACTV JHS BOYS TENNIS LIAB	-518.61	56.33	234.22	-340.72
919	ACTV JHS BOYS TRACK LIAB	-2,081.54	0.00	0.00	-2,081.54
920	ACTV JHS VOLLEYBALL LIAB	-5,237.90	0.00	1,106.33	-4,131.57
921	ACTV JHS WARCUP MEM LIAB	-255.00	0.00	0.00	-255.00
922	ACTV JHS WRESTLING LIAB	-5,652.51	950.00	620.00	-5,982.51
923	JHS SWIMMING GIRLS	-1,985.77	0.00	0.00	-1,985.77
930	ACTV JHS ART CLUB LIAB	-110.85	0.00	0.00	-110.85
931	ACTV JHS C CLUB LIAB	0.00	0.00	0.00	0.00
932	ACTV JHS CVE CLUB LIAB	-71.58	0.00	0.00	-71.58
934	ACTV JHS - CLASS OF 2020	-3,965.01	0.00	0.00	-3,965.01
935	ACTV JHS FFA LIAB	-27,439.19	0.00	643.99	-26,795.20
936	ACTV JHS FRENCH CLUB LIAB	0.00	0.00	0.00	0.00
937	ACTV JHS GERMAN CLUB LIAB	-2,656.79	0.00	0.00	-2,656.79

LOC	Account Level Description	June 2020-21 Endi	June 2020-21 Rece	June 2020-21 Disb	June 2020-21 Endi
938	ACTV JHS COMPUTER CLUB LIAB	-2,000.00	0.00	0.00	-2,000.00
939	ACTV JHS SCIENCE CLUB LIAB	-7,523.91	0.00	0.00	-7,523.91
940	ACTV JHS BAND LIAB	-125.42	0.00	0.00	-125.42
941	ACTV JHS CHOIR LIAB	-299.42	0.00	0.00	-299.42
942	ACTV JHS SCHOLASTIC BOWL LIAB	-290.29	0.00	0.00	-290.29
943	ACTV JHS CLASS OF 2013 LIAB	0.00	0.00	0.00	0.00
944	ACTV JHS CLASS OF 2014 LIAB	0.00	0.00	0.00	0.00
945	ACTV JHS CLASS OF 2015 LIAB	0.00	0.00	0.00	0.00
946	ACTV JHS CLASS OF 2016 LIAB	0.00	0.00	0.00	0.00
947	ACTV JHS CLASS OF 2017 LIAB	0.00	0.00	0.00	0.00
948	ACTV JHS CLASS OF 2018 LIAB	0.00	0.00	0.00	0.00
949	ACTV JHS CLASS OF 2019 LIAB	-402.30	0.00	0.00	-402.30
950	ACTV JHS CHILD CARE EXPR LIAB	-584.52	0.00	251.45	-333.07
951	ACTV JHS CRIMSON J LIAB	-4,619.24	1,780.00	0.00	-6,399.24
952	ACTV JHS CRIMSON TIMES LIAB	-20.00	0.00	0.00	-20.00
953	ACTV JHS DRAMA LIAB	-100.12	2,359.00	557.43	-1,901.69
954	ACTV JHS AG FARM LIAB	-31,401.61	0.00	0.00	-31,401.61
955	ACTV JHS FOREIGN LANGUAGE LIAB	0.00	0.00	0.00	0.00
956	ACTV JHS GAPP LIAB	-11,797.83	0.00	0.00	-11,797.83
957	ACTV JHS N'TNL HONOR SOC LIAB	-1,669.64	0.00	0.00	-1,669.64
958	ACTV JHS CLASS OF 2022 LIAB	0.00	0.00	0.00	0.00
959	ACTV JHS REFRESHMENTS LIAB	-45,172.43	1,353.39	829.72	-45,696.10
960	ACTV JHS WELDING LIAB	-4,095.47	0.00	53.45	-4,042.02
961	ACTV JHS STDNT GOVERNMENT LIAB	-8,446.12	0.00	0.00	-8,446.12
963	ACTC JHS BASS FISHING	-3,847.30	0.00	0.00	-3,847.30
975	ACTV JT BAND/CHORUS LIAB	-7,603.71	80.00	79.00	-7,604.71
976	ACTV JT CHEERLEADING LIAB	-588.27	2,936.00	0.00	-3,524.27
977	ACTV JT COURTESY LIAB	0.00	0.00	0.00	0.00
978	ACTV JT ECOLOGY CLUB LIAB	0.00	0.00	0.00	0.00
979	ACTV JT ACAD/ATH BOOSTERS LIAB	0.00	0.00	0.00	0.00
980	ACTV JT F.A.M.I.L.Y. LIAB	0.00	0.00	0.00	0.00
981	ACTV JT FUNDRAISING LIAB	-17,375.03	0.00	1,151.89	-16,223.14
982	ACTV JT LOUNGE LIAB	-488.56	0.00	0.00	-488.56
983	ACTV JT MEDIA CENTER LIAB	-99.85	0.00	0.00	-99.85
984	ACTV JT PEP CLUB LIAB	-3,242.36	509.44	125.80	-3,626.00
985	ACTV JT POM PON LIAB	-1,662.11	0.00	1,108.90	-553.21
986	ACTV JT FIELD TRIP LIAB	-2,461.97	0.00	0.00	-2,461.97
987	ACTV JT STUDENT COUNCIL LIAB	-4,319.09	0.00	0.00	-4,319.09
988	ACTV JT TOURNAMENT LIAB	-68,454.46	0.00	205.50	-68,248.96
989	ACTV JT YEARBOOK LIAB	-713.35	1,700.03	0.00	-2,413.38
---		-417,926.16	16,874.57	15,499.90	-419,300.83
Grand Asset Totals		0.00	0.00	0.00	0.00
Grand Liability Totals		-417,926.16	16,874.57	15,499.90	-419,300.83
Grand Totals		-417,926.16	16,874.57	15,499.90	-419,300.83

Number of Accounts: 97

\*\*\*\*\* End of report \*\*\*\*\*

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	2020-21 Unexpende
10R--- 111- ---- --	EDUCATION LEVY	14,140,914.00	6,894,138.67	15,739,031.22	-598,117.22
10R--- 112- ---- --	TORT IMMUNITY LEVY	0.00	0.00	0.00	0.00
10R--- 114- ---- --	SPECIAL EDUCATION LEVY	200,000.00	113,168.46	262,831.63	-12,831.63
10R--- 121- ---- --	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
10R--- 123- ---- --	CORP PERS PROP REPLACE TAX	1,565,755.00	0.00	2,459,302.84	-2.84
10R--- 129- ---- --	PAY IN LIEU OF TAXES	0.00	0.00	0.00	0.00
10R--- 131- ---- --	REGULAR DAY TUITION	0.00	0.00	0.00	0.00
10R--- 132- ---- --	SUMMER SCHOOL TUITION	0.00	0.00	0.00	0.00
10R--- 134- ---- --	SPECIAL ED TUITION	13,335.00	0.00	13,335.00	0.00
10R--- 151- ---- --	INTEREST	203,000.00	433.04	110,072.76	-7,072.76
10R--- 160- ---- --	PRE-PAID MEALS	0.00	13.25	29,606.74	-29,606.74
10R--- 161- ---- --	STUDENT LUNCHES	256,000.00	0.00	0.00	23,000.00
10R--- 162- ---- --	ADULT MEAL	2,500.00	0.00	0.00	250.00
10R--- 169- ---- --	OTHER CAFETERIAL REVENUE	50,000.00	0.00	2,783.09	-283.09
10R--- 171- ---- --	ADMISSIONS	42,000.00	0.00	-704.00	42,704.00
10R--- 172- ---- --	ACTIVITY FEES	52,300.00	-3,981.72	24,809.72	27,490.28
10R--- 179- ---- --	RESALE	202,500.00	-2,250.30	1,230.99	116,269.01
10R--- 181- ---- --	TEXTBOOK RENTALS	104,000.00	15,685.76	92,912.70	11,087.30
10R--- 189- ---- --	MISC BOOK FEES	0.00	0.00	0.00	0.00
10R--- 192- ---- --	CONTRIBUTION PRIVATE SOURCES	21,000.00	0.00	21,000.00	0.00
10R--- 194- ---- --	SERVICE TO OTHER LEA	0.00	0.00	0.00	0.00
10R--- 195- ---- --	REFUND OF PR YR EXPENDITURE	0.00	0.00	1,637.54	-1,637.54
10R--- 196- ---- --	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
10R--- 197- ---- --	DRIVER ED FEES	20,000.00	575.00	23,805.59	-3,805.59
10R--- 198- ---- --	VENDOR CONTRACT	0.00	0.00	0.00	0.00
10R--- 199- ---- --	OTHER	0.00	17,028.97	57,367.00	-57,367.00
10R--- 221- ---- --		0.00	0.00	0.00	0.00
10R--- 300- ---- --	REVENUE FROM STATE SOURCES	9,107,666.00	487,041.00	9,627,893.11	-7,267.11
10R--- 310- ---- --	SP ED PRIV FAC	450,000.00	0.00	267,064.99	182,935.01
10R--- 311- ---- --	SP ED PERSONNEL	0.00	0.00	0.00	0.00
10R--- 312- ---- --	SP ED ORPHANS	86,000.00	0.00	251,405.32	-165,405.32
10R--- 313- ---- --	SPEC ED ORPHANAGE-SUMMER INDIV	40,000.00	0.00	7,271.00	32,729.00
10R--- 314- ---- --	SP ED SUMMER SCHOOL	0.00	0.00	0.00	0.00
10R--- 320- ---- --	RESTRICTED GRANTS IN AID	0.00	0.00	0.00	0.00
10R--- 322- ---- --	AG SUPPLIMENT	0.00	0.00	0.00	0.00
10R--- 323- ---- --		1,000.00	452.00	2,137.00	-1,137.00
10R--- 329- ---- --	JILG	0.00	0.00	0.00	0.00
10R--- 330- ---- --	PAYMENTS IN LIEU OF TAXES	0.00	0.00	0.00	0.00
10R--- 336- ---- --	STATE FREE LUNCH/BRKFST	15,000.00	0.00	7,281.65	-7,281.65
10R--- 337- ---- --	DRIVER ED REIMBURSEMENT	40,000.00	0.00	32,785.17	7,214.83
10R--- 365- ---- --	IL MASTER CERTIFICATE	0.00	0.00	0.00	0.00
10R--- 370- ---- --	EARLY CHILDHOOD	2,026,026.00	168,907.00	2,193,312.00	-167,286.00
10R--- 371- ---- --	READING IMPROVEMENT	0.00	0.00	0.00	0.00
10R--- 377- ---- --	SCHOOL SAFETY	0.00	0.00	0.00	0.00
10R--- 380- ---- --	STATE LIBRARY	0.00	0.00	0.00	0.00
10R--- 382- ---- --	SUMMER BRIDGES	0.00	0.00	0.00	0.00
10R--- 399- ---- --	STATE RESTRICTED	0.00	0.00	36,485.75	-24,703.75
10R--- 410- ---- --	TITLE V	80,569.00	0.00	88,131.00	-7,562.00
10R--- 421- ---- --	FEDERAL LUNCH	500,000.00	0.00	12,941.24	-12,941.24
10R--- 422- ---- --	FEDERAL BREAKFAST	185,000.00	139,000.15	1,075,820.72	-390,820.72
10R--- 424- ---- --	FRESH FRUIT	17,000.00	3,640.33	28,122.07	-11,122.07
10R--- 425- ---- --	COMMODITY SALVAGE	0.00	0.00	0.00	0.00
10R--- 426- ---- --	NAT'L SCHOOL LUNCH PROG	0.00	0.00	0.00	0.00
10R--- 430- ---- --	TITLE I	1,144,749.00	0.00	1,370,456.00	-225,707.00
10R--- 433- ---- --	ESEA - TITLE VI P.L.98-377-	150,105.00	0.00	64,062.00	86,043.00
10R--- 440- ---- --	TITLE IV	0.00	0.00	0.00	0.00
10R--- 459- ---- --	RESPRO	0.00	0.00	0.00	0.00

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	2020-21 Unexpende
10R--- 460- ---- --	IDEA PRESCHOOL	35,802.00	0.00	47,631.00	-11,829.00
10R--- 462- ---- --	EHA FLOW THROUGH	1,095,170.00	0.00	955,558.01	133,221.99
10R--- 474- ---- --	USE 4770	0.00	0.00	0.00	0.00
10R--- 477- ---- --	PERKINS	0.00	0.00	2,634.50	-2,634.50
10R--- 485- ---- --	STATE FISCAL STABILIZATION FDS	0.00	0.00	0.00	0.00
10R--- 486- ---- --	HOMELESS	0.00	0.00	0.00	0.00
10R--- 487- ---- --	SFSF OTHER GOVERNMENT SERVICE	0.00	0.00	0.00	0.00
10R--- 488- ---- --	ED JOBS FUND	0.00	0.00	0.00	0.00
10R--- 490- ---- --	TITLE III	0.00	0.00	0.00	0.00
10R--- 493- ---- --	TITLE II	120,000.00	0.00	83,352.00	36,648.00
10R--- 495- ---- --	DORS	0.00	0.00	40,029.00	-40,029.00
10R--- 497- ---- --	TECHNOLOGY	0.00	0.00	0.00	0.00
10R--- 499- ---- --	FEDERAL MISC GRANTS	1,566,833.00	27,494.55	1,192,760.94	174,072.06
1-----	EDUCATION	33,534,224.00	7,861,346.16	36,226,157.29	-912,786.29
20R--- 111- ---- --	EDUCATION LEVY	3,022,787.00	1,428,196.78	3,318,896.85	-146,109.85
20R--- 121- ---- --	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
20R--- 123- ---- --	CORP PERS PROP REPLACE TAX	0.00	0.00	0.00	0.00
20R--- 129- ---- --	PAY IN LIEU OF TAXES	0.00	0.00	0.00	0.00
20R--- 151- ---- --	INTEREST	1,300.00	14.39	1,047.59	-147.59
20R--- 179- ---- --	RESALE	13,000.00	181.25	5,436.11	563.89
20R--- 191- ---- --	FACILITY RENTAL	15,000.00	0.00	7,200.00	800.00
20R--- 192- ---- --	CONTRIBUTION PRIVATE SOURCES	0.00	0.00	0.00	0.00
20R--- 195- ---- --	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
20R--- 196- ---- --	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
20R--- 199- ---- --	OTHER	2,000.00	96.20	1,794.91	205.09
20R--- 300- ---- --	REVENUE FROM STATE SOURCES	0.00	487,040.30	1,087,040.30	7,234.70
20R--- 392- ---- --		0.00	0.00	0.00	0.00
20R--- 399- ---- --	STATE RESTRICTED	0.00	0.00	0.00	0.00
20R--- 485- ---- --	STATE FISCAL STABILIZATION FDS	0.00	0.00	0.00	0.00
20R--- 499- ---- --	FEDERAL MISC GRANTS	0.00	0.00	0.00	0.00
20R--- 713- ---- --	TRANSFER-ED	0.00	0.00	0.00	0.00
20R--- 799- ---- --	TRANS FROM TORT	0.00	0.00	600,000.00	0.00
2-----	OPERATIONS & MAINTENANCE	3,054,087.00	1,915,528.92	5,021,415.76	-137,453.76
30R--- 151- ---- --	INTEREST	250.00	7.76	160.10	89.90
30R--- 198- ---- --	VENDOR CONTRACT	2,075,000.00	464,793.29	2,446,467.46	-171,467.46
30R--- 540- ---- --	BOND FEE EXPENSE	0.00	0.00	0.00	0.00
30R--- 721- ---- --	Principal on Bonds Sold	0.00	0.00	0.00	0.00
30R--- 770- ---- --	TRNS TO DEBT SER-PAY INT-REV B	0.00	0.00	0.00	0.00
3-----	DEBT SERVICE	2,075,250.00	464,801.05	2,446,627.56	-171,377.56
40R--- 111- ---- --	EDUCATION LEVY	828,860.00	393,740.81	912,172.68	-58,312.68
40R--- 121- ---- --	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
40R--- 141- ---- --	REGULAR DAY SCHOOL	2,000.00	0.00	1,218.74	781.26
40R--- 144- ---- --	SPECIAL EDUCATION	100,000.00	31,917.40	160,699.20	-60,699.20
40R--- 151- ---- --	INTEREST	8,000.00	26.74	1,539.83	-39.83
40R--- 195- ---- --	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
40R--- 196- ---- --	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
40R--- 199- ---- --	OTHER	0.00	0.00	0.00	0.00
40R--- 350- ---- --	STATE REG TRANSPORTATION	361,629.00	0.00	428,478.64	-66,849.64
40R--- 351- ---- --	STATE SP ED TRANSPORTATION	335,605.00	0.00	353,813.40	-18,208.40
4-----	TRANSPORTATION	1,636,094.00	425,684.95	1,857,922.49	-203,328.49
50R--- 111- ---- --	EDUCATION LEVY	589,960.00	290,255.50	674,522.99	-44,562.99
50R--- 115- ---- --	SOCIAL SECURITY/MEDICARE LEVY	614,350.00	278,764.84	647,777.89	-33,427.89
50R--- 121- ---- --	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
50R--- 123- ---- --	CORP PERS PROP REPLACE TAX	100,000.00	0.00	100,000.00	0.00
50R--- 151- ---- --	INTEREST	1,500.00	4.05	367.79	32.21
50R--- 196- ---- --	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
50R--- 300- ---- --	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	2020-21 Unexpende
5-----	MUNICIPAL RETIREMENT	1,305,810.00	569,024.39	1,422,668.67	-77,958.67
60R--- 151-	INTEREST	600.00	2.92	167.38	-17.38
60R--- 300-	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00
60R--- 721-	Principal on Bonds Sold	0.00	0.00	0.00	0.00
60R--- 722-	PREMIUM ON BONDS	0.00	0.00	0.00	0.00
60R--- 732-	SALE OF LAND	0.00	0.00	0.00	0.00
6-----	CAPITAL PROJECT	600.00	2.92	167.38	-17.38
70R--- 111-	EDUCATION LEVY	170,675.00	80,980.75	187,731.84	-17,056.84
70R--- 121-	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
70R--- 151-	INTEREST	10,000.00	29.43	1,422.18	77.82
70R--- 196-	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
7-----	WORKING CASH	180,675.00	81,010.18	189,154.02	-16,979.02
80R--- 112-	TORT IMMUNITY LEVY	565,570.00	267,254.33	621,012.98	-55,442.98
80R--- 121-	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
80R--- 151-	INTEREST	5,000.00	2.78	606.65	-6.65
80R--- 195-	REFUND OF PR YR EXPENDITURE	0.00	0.00	0.00	0.00
80R--- 196-	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
80R--- 713-	TRANSFER-ED	0.00	0.00	0.00	0.00
80R--- 799-	TRANS FROM TORT	0.00	0.00	0.00	0.00
8-----	TORT	570,570.00	267,257.11	621,619.63	-55,449.63
90R--- 111-	EDUCATION LEVY	391,064.00	184,912.99	429,511.18	-38,447.18
90R--- 121-	MOBILE HOME PRIVILEGE TAX	0.00	0.00	0.00	0.00
90R--- 123-	CORP PERS PROP REPLACE TAX	0.00	0.00	0.00	0.00
90R--- 151-	INTEREST	100.00	1.22	100.65	-0.65
90R--- 196-	SURPLUS FROM TIF DISTRICTS	0.00	0.00	0.00	0.00
90R--- 300-	REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00
90R--- 392-		0.00	0.00	0.00	0.00
90R--- 399-	STATE RESTRICTED	0.00	0.00	0.00	0.00
9-----	FIRE PREVENTION & SAFETY	391,164.00	184,914.21	429,611.83	-38,447.83
Grand Revenue Totals		42,748,474.00	11,769,569.89	48,215,344.63	-1,613,798.63

Number of Accounts: 765

\*\*\*\*\* End of report \*\*\*\*\*

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	Unexpended Balanc
10E--- 110- ---- --	REGULAR EDUCATION	783,458.00	-319,594.11	397,121.85	410,938.15
10E--- 111- ---- --	ELEMENTARY	5,587,458.00	496,593.82	5,432,323.77	165,948.23
10E--- 112- ---- --	JUNIOR HIGH	3,351,086.00	269,639.66	3,519,052.29	-267,966.29
10E--- 113- ---- --	HIGH SCHOOL	3,247,600.00	244,623.93	3,098,227.61	143,872.39
10E--- 120- ---- --	SPECIAL EDUCATION	5,930,900.00	474,692.78	5,589,985.75	-24,085.75
10E--- 121- ---- --	SPEECH AND LANGUAGE IMPAIRED	4,800.00	0.00	2,795.04	2,004.96
10E--- 122- ---- --	CROSS CATEGORICAL	9,450.00	814.26	38,788.13	-29,338.13
10E--- 125- ---- --	TITLE I	1,306,265.00	133,139.04	1,403,216.98	-144,034.98
10E--- 140- ---- --	VOCATIONAL PROGRAMS	444,167.00	29,536.12	374,165.05	70,001.95
10E--- 141- ---- --	COMM TECHNOLOGIES	0.00	0.00	0.00	0.00
10E--- 142- ---- --	OCCUPATIONS OF HOME	166,600.00	13,753.45	170,232.26	-3,632.26
10E--- 144- ---- --		245,380.00	17,387.84	239,870.77	5,509.23
10E--- 150- ---- --	INTERSCHOLASTIC PROGRAM	773,644.00	63,997.63	649,254.55	94,389.45
10E--- 160- ---- --	SUMMER SCHOOL PROGRAMS	8,900.00	91.39	91.39	8,808.61
10E--- 165- ---- --	GIFTED	0.00	0.00	0.00	0.00
10E--- 170- ---- --	DRIVER'S ED PROGRAM	113,150.00	17,062.63	104,972.22	8,177.78
10E--- 180- ---- --	BILINGUAL PROGRAMS	30,000.00	4,860.00	51,022.03	-21,022.03
10E--- 190- ---- --	ALTERNATIVE PROGRAMS	3,600.00	0.00	0.00	3,600.00
10E--- 191- ---- --		933,856.00	57,143.38	764,084.05	75,771.95
10E--- 199- ---- --		200,000.00	0.00	0.00	160,000.00
10E--- 211- ---- --	USE SUB ACCOUNT	309,600.00	23,272.72	295,509.61	14,090.39
10E--- 212- ---- --	GUIDANCE SERVICE	869,320.00	74,535.75	911,019.99	-41,699.99
10E--- 213- ---- --	HEALTH SERVICES	397,325.00	63,099.95	492,575.89	-175,250.89
10E--- 214- ---- --	PSYCHOLOGICAL SERVICE	429,950.00	34,801.16	439,871.14	-9,921.14
10E--- 215- ---- --	SPEECH PATHOLOGY & AUDIOLOGY	583,200.00	53,370.59	613,036.58	-29,836.58
10E--- 219- ---- --	OTHER SUPPORT SERVICES	74,600.00	4,858.59	87,444.89	-12,844.89
10E--- 221- ---- --	IMPROVEMENT OF INSTRUCTION SER	511,074.00	77,542.41	515,566.41	86,865.59
10E--- 222- ---- --	MEDIA SERVICE	1,480,560.00	426,158.15	1,472,140.22	408,419.78
10E--- 223- ---- --	ASSESSMENT AND TESTING	49,874.00	0.00	43,511.00	6,363.00
10E--- 230- ---- --	SUPPORT SERVICES GEN ADMIN	0.00	0.00	6,711.24	-6,711.24
10E--- 231- ---- --	BOARD OF EDUCATION SERVICE	229,400.00	3,387.92	162,877.35	31,522.65
10E--- 232- ---- --	SUPERINTENDENT OFFICE	245,200.00	20,735.77	261,560.64	-16,360.64
10E--- 233- ---- --	SPECIAL AREA ADMIN SERV	444,234.00	32,493.97	396,451.37	17,782.63
10E--- 236- ---- --		25,000.00	0.00	7,778.00	17,222.00
10E--- 241- ---- --	PRINCIPAL OFFICE	2,228,380.00	162,379.90	2,022,791.05	205,588.95
10E--- 249- ---- --	MEDICAID CLAIMING SERVICES	0.00	1,555.84	5,531.72	-5,531.72
10E--- 251- ---- --	DIRECTOR OF BUSINESS	121,255.00	19,337.30	140,171.57	-18,916.57
10E--- 252- ---- --	FISCAL SERVICES	305,100.00	21,781.30	275,138.08	29,961.92
10E--- 253- ---- --	FACILITY ACQUISITION & CONST	0.00	0.00	0.00	0.00
10E--- 254- ---- --	OPERATION & MAINTENANCE	435,928.00	44,323.08	342,164.71	93,763.29
10E--- 255- ---- --	TRANSPORTATION SERVICE	163,975.00	31,917.40	185,821.20	-21,846.20
10E--- 256- ---- --	FOOD SERVICE	1,402,550.00	103,437.95	1,042,358.77	159,691.23
10E--- 257- ---- --	INTERNAL SERVICES	7,200.00	248.30	3,424.49	3,775.51
10E--- 261- ---- --	CENTRAL SUPPORT SERVICES	139,350.00	11,399.04	136,403.26	1,446.74
10E--- 262- ---- --	PLANNING SERVICES	0.00	0.00	0.00	0.00
10E--- 263- ---- --		0.00	-297.00	24,000.00	-24,000.00
10E--- 264- ---- --	HUMAN RESOURCE	172,200.00	34,431.08	156,218.20	15,981.80
10E--- 266- ---- --	DATA PROCESSING	0.00	0.00	0.00	0.00
10E--- 290- ---- --	OTHER SUPPORT SERVICES	500.00	0.00	68.00	432.00
10E--- 300- ---- --	COMMUNITY SERVICES	400.00	0.00	100.00	300.00
10E--- 319- ---- --		0.00	0.00	0.00	0.00
10E--- 330- ---- --	CIVIC SERVICES	0.00	0.00	0.00	0.00
10E--- 370- ---- --	NONPUBLIC SCHOOL PUPILS SERV	218,544.00	11,927.37	126,170.59	83,516.41
10E--- 380- ---- --	HOME/SCHOOL SERVICE	671,892.00	52,117.77	669,893.35	1,998.65
10E--- 390- ---- --	OTHER COMM SERVICES	0.00	0.00	0.00	0.00
10E--- 410- ---- --	PAY OTHER LEA PUPIL SERVICE	0.00	0.00	0.00	0.00
10E--- 411- ---- --	PAYMENTS FOR REG PROGRAMS	0.00	0.00	0.00	0.00

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	Unexpended Balanc
10E--- 412- ---- --	PAY FOR SPEC ED PROGRAMS	941,153.00	0.00	1,133,267.00	167,884.00
10E--- 417- ---- --	COMMUNITY COLLEGE	10,000.00	0.00	997.75	9,002.25
10E--- 419- ---- --	PAY TO OTH GOVT UNITS	0.00	0.00	0.00	0.00
10E--- 422- ---- --	SP ED TUITION IN STATE GOV	20,000.00	1,332.00	516,161.00	9,259.00
10E--- 600- ---- --	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
10E--- 813- ---- --	TRANS TO ED	0.00	0.00	0.00	0.00
10E--- 873- ---- --	OTHER REV PLEDGED TO PAY INT	0.00	0.00	0.00	0.00
10E--- 884- ---- --	TRANS TO CAPITAL PROJECT	0.00	0.00	0.00	0.00
1-----	EDUCATION	35,628,078.00	2,813,890.13	34,321,938.81	1,660,891.19
20E--- 113- ---- --	HIGH SCHOOL	0.00	0.00	0.00	0.00
20E--- 120- ---- --	SPECIAL EDUCATION	0.00	0.00	0.00	0.00
20E--- 253- ---- --	FACILITY ACQUISTION & CONST	5,400.00	0.00	0.00	5,400.00
20E--- 254- ---- --	OPERATION & MAINTENANCE	3,987,085.00	453,510.49	4,087,443.84	115,641.16
20E--- 255- ---- --	TRANSPORTATION SERVICE	0.00	0.00	0.00	0.00
20E--- 600- ---- --	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
20E--- 884- ---- --	TRANS TO CAPITAL PROJECT	0.00	0.00	0.00	0.00
2-----	OPERATIONS & MAINTENANCE	3,992,485.00	453,510.49	4,087,443.84	121,041.16
30E--- 520- ---- --	DEBT SERVICE - INTEREST	1,587,860.00	785,729.38	1,587,858.76	1.24
30E--- 530- ---- --	DEBT SERVICE - PRINIPAL	820,000.00	0.00	820,000.00	0.00
30E--- 540- ---- --	BOND FEE EXPENSE	0.00	0.00	0.00	0.00
30E--- 704- ---- --		0.00	0.00	0.00	0.00
3-----	DEBT SERVICE	2,407,860.00	785,729.38	2,407,858.76	1.24
40E--- 113- ---- --	HIGH SCHOOL	0.00	0.00	0.00	0.00
40E--- 120- ---- --	SPECIAL EDUCATION	0.00	0.00	0.00	0.00
40E--- 254- ---- --	OPERATION & MAINTENANCE	0.00	0.00	0.00	0.00
40E--- 255- ---- --	TRANSPORTATION SERVICE	1,845,200.00	184,658.58	1,715,675.95	94,524.05
40E--- 600- ---- --	PROVISION FOR CONTINGENCIES	0.00	0.00	0.00	0.00
40E--- 813- ---- --	TRANS TO ED	0.00	0.00	0.00	0.00
4-----	TRANSPORTATION	1,845,200.00	184,658.58	1,715,675.95	94,524.05
50E--- 110- ---- --	REGULAR EDUCATION	2,000.00	88.59	812.43	1,187.57
50E--- 111- ---- --	ELEMENTARY	104,800.00	3,368.04	60,219.29	44,580.71
50E--- 112- ---- --	JUNIOR HIGH	30,750.00	5,078.02	33,539.39	-2,789.39
50E--- 113- ---- --	HIGH SCHOOL	38,300.00	2,571.42	35,908.71	2,391.29
50E--- 120- ---- --	SPECIAL EDUCATION	365,050.00	30,273.45	341,309.16	23,740.84
50E--- 121- ---- --	SPEECH AND LANGUAGE IMPAIRED	0.00	0.00	0.00	0.00
50E--- 122- ---- --	CROSS CATEGORICAL	600.00	0.00	0.00	600.00
50E--- 125- ---- --	TITLE I	0.00	-11,631.32	1,028.87	-1,028.87
50E--- 140- ---- --	VOCATIONAL PROGRAMS	8,850.00	598.93	7,549.39	1,300.61
50E--- 141- ---- --	COMM TECHNOLOGIES	0.00	0.00	0.00	0.00
50E--- 142- ---- --	OCCUPATIONS OF HOME	2,200.00	167.26	2,046.77	153.23
50E--- 144- ---- --		2,985.00	206.03	2,595.07	389.93
50E--- 150- ---- --	INTERSCHOLASTIC PROGRAM	35,120.00	5,259.89	27,135.82	7,984.18
50E--- 160- ---- --	SUMMER SCHOOL PROGRAMS	0.00	0.00	0.00	0.00
50E--- 165- ---- --	GIFTED	0.00	0.00	0.00	0.00
50E--- 170- ---- --	DRIVER'S ED PROGRAM	1,500.00	221.62	1,218.10	281.90
50E--- 180- ---- --	BILINGUAL PROGRAMS	0.00	0.00	0.00	0.00
50E--- 190- ---- --	ALTERNATIVE PROGRAMS	0.00	0.00	0.00	0.00
50E--- 211- ---- --	USE SUB ACCOUNT	5,000.00	279.12	3,589.79	1,410.21
50E--- 212- ---- --	GUIDANCE SERVICE	26,250.00	1,548.08	18,873.78	7,376.22
50E--- 213- ---- --	HEALTH SERVICES	55,700.00	-18,317.67	39,552.27	16,147.73
50E--- 214- ---- --	PSYCHOLOGICAL SERVICE	6,200.00	413.42	5,126.72	1,073.28
50E--- 215- ---- --	SPEECH PATHOLOGY & AUDIOLOGY	7,500.00	629.81	7,269.22	230.78
50E--- 219- ---- --	OTHER SUPPORT SERVICES	9,000.00	554.18	9,690.08	-690.08
50E--- 221- ---- --	IMPROVEMENT OF INSTRUCTION SER	20,700.00	760.38	18,822.56	1,877.44
50E--- 222- ---- --	MEDIA SERVICE	57,700.00	4,689.16	57,385.64	314.36
50E--- 230- ---- --	SUPPORT SERVICES GEN ADMIN	0.00	0.00	0.00	0.00
50E--- 231- ---- --	BOARD OF EDUCATION SERVICE	0.00	0.00	0.00	0.00

Account Number	FUNC	2020-21 Original	June 2020-21 Mont	2020-21 FYTD Acti	Unexpended Balanc
50E--- 232- ---- --	SUPERINTENDENT OFFICE	19,500.00	221.26	8,667.54	10,832.46
50E--- 233- ---- --	SPECIAL AREA ADMIN SERV	8,600.00	986.22	6,486.36	2,113.64
50E--- 241- ---- --	PRINCIPAL OFFICE	101,600.00	6,654.04	84,991.95	16,608.05
50E--- 251- ---- --	DIRECTOR OF BUSINESS	19,200.00	3,014.39	19,199.21	0.79
50E--- 252- ---- --	FISCAL SERVICES	33,500.00	1,833.74	23,734.84	9,765.16
50E--- 253- ---- --	FACILITY ACQUISITION & CONST	0.00	0.00	0.00	0.00
50E--- 254- ---- --	OPERATION & MAINTENANCE	346,250.00	28,395.59	348,449.13	-2,199.13
50E--- 255- ---- --	TRANSPORTATION SERVICE	167,200.00	16,027.01	182,319.71	-15,119.71
50E--- 256- ---- --	FOOD SERVICE	94,750.00	6,105.48	81,189.48	13,560.52
50E--- 257- ---- --	INTERNAL SERVICES	0.00	0.00	0.00	0.00
50E--- 261- ---- --	CENTRAL SUPPORT SERVICES	1,700.00	126.08	1,513.50	186.50
50E--- 264- ---- --	HUMAN RESOURCE	19,700.00	1,624.96	19,504.20	195.80
50E--- 266- ---- --	DATA PROCESSING	5,400.00	0.00	0.00	5,400.00
50E--- 290- ---- --	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00
50E--- 300- ---- --	COMMUNITY SERVICES	0.00	0.00	0.00	0.00
50E--- 330- ---- --	CIVIC SERVICES	0.00	0.00	0.00	0.00
50E--- 370- ---- --	NONPUBLIC SCHOOL PUPILS SERV	0.00	-747.90	0.00	0.00
50E--- 380- ---- --	HOME/SCHOOL SERVICE	0.00	5,658.36	8,493.25	-8,493.25
5-----	MUNICIPAL RETIREMENT	1,597,605.00	96,657.64	1,458,222.23	139,382.77
60E--- 222- ---- --	MEDIA SERVICE	0.00	0.00	0.00	0.00
60E--- 253- ---- --	FACILITY ACQUISITION & CONST	320,000.00	0.00	366,404.24	13,595.76
60E--- 254- ---- --	OPERATION & MAINTENANCE	0.00	0.00	0.00	0.00
6-----	CAPITAL PROJECT	320,000.00	0.00	366,404.24	13,595.76
80E--- 231- ---- --	BOARD OF EDUCATION SERVICE	0.00	0.00	0.00	0.00
80E--- 236- ---- --		530,000.00	463,742.00	486,963.00	43,037.00
80E--- 254- ---- --	OPERATION & MAINTENANCE	0.00	0.00	0.00	0.00
80E--- 813- ---- --	TRANS TO ED	0.00	0.00	0.00	0.00
80E--- 899- ---- --	TRANSF TO O & M	0.00	0.00	600,000.00	0.00
8-----	TORT	530,000.00	463,742.00	1,086,963.00	43,037.00
90E--- 253- ---- --	FACILITY ACQUISITION & CONST	0.00	0.00	0.00	0.00
90E--- 254- ---- --	OPERATION & MAINTENANCE	378,000.00	421.97	355,805.67	22,194.33
9-----	FIRE PREVENTION & SAFETY	378,000.00	421.97	355,805.67	22,194.33
<b>Grand Expense Totals</b>		<b>46,699,228.00</b>	<b>4,798,610.19</b>	<b>45,800,312.50</b>	<b>2,094,667.50</b>

Number of Accounts: 10108

\*\*\*\*\* End of report \*\*\*\*\*

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REPORT SPECIFICATIONS  
DISTRICT: Jacksonville IL SD 117  
REPORT TITLE: ACT CHECK REGISTER FOR R CUNNINGHAM (Dates: 06/01/21 - 06/30/21)  
REQUESTED BY: re.bourne DATE: 07/19/21  
PROGRAM NAME: fin/3frdt101. TIME: 9:21:46 AM  
COPIES: 1 LPI: 6  
RUN ON SERVER: no CREATE ASCII FILE: NO  
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Report Parameters

Description: ACT CHECK REGISTER FOR R CUNNINGHAM  
Report Title: ACT CHECK REGISTER FOR R CUNNINGHAM  
Print Detail Lines: Yes

Report Ranges Low High  
Check Number: 0 999999999  
Check Amount: -999999999.99 999999999.99  
PO Number: 0 9999999999999  
Invoice Date: 12/31/9999  
Vendor to Display: Invoice  
Vendor Type: ZZZZZ  
Vendor Sub Type: ZZZZZ  
Check type to print: All  
Include Continuation Void No  
Exclude Voided Checks: No  
Print Only 1099 Vendors: No  
Post Month Print Format: Alphabetic  
Banks Selected: ACT

Account Filters

Account Types Selected: Asset Liability Equity Revenue Expense  
Account Status: Both Active/Inactive  
Low High

B/S Account Ranges:

O/S Account Ranges:

Group Codes: -- ZZ-ZZ-ZZZZ  
Category Codes: ZZZZZZZZ

Report Fields	Length	Sign	Edited	Whole	Field Format	Year	Suppress Repeating
Check Number	9						No
Check Date	10						No
Vendor	20						No
Invoice Description	30						No
Amount	12	Left	Yes	No	->, >>>, >>>, >>>9.99	Current	No

Sort Fields Totals Break Spacing  
1-Check Number No Single

CHECK CHECK		INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
56358	06/24/2021	KNR AWARDS	WRESTLING TEAM AWARDS	-150.00
56716	06/01/2021	ANTLE, RACHEL	POMS TSHIRTS	180.00
56717	06/01/2021	ASHLEYS PETALS & ANG	LATE SPRING SENIOR NIGHT FLOWERS	191.00
56718	06/01/2021	BRANNAN, STEVE	SUPPLIES FOR GIRLS BASKETBALL AWARDS NIGHT, TROPHY, FOOD	205.50
56719	06/01/2021	JACKSONVILLE J'ETTES	JMS DANCE TEAM TO ATTEND J'ETTE CAMP	520.00
56720	06/01/2021	MIDWEST ATHLETIC CEN	SUMMER VOLLEYBALL LEAGUE	800.00
56721	06/01/2021	MUSIC SHOPPE, INC	ROLLING CASE FOR BAND	79.00
56722	06/01/2021	POOL, JENNIFER	REIMBURSEMENT FOR CRIMSON STORE	266.72
56723	06/01/2021	SHEELEY, CATHERINE	REIMBURSEMENT FOR AR REWARDS FOR STUDENTS	7.84
56724	06/01/2021	STAATS, HEATHER	REIMBURSEMENT FOR M/W PICTURES	10.76
56725	06/04/2021	DUNSETH, LINDA	LATE SPRING 21' SENIOR PLAQUES	50.00
56726	06/04/2021	JHS CAFETERIA	BROWNIES AND BIG DADDY CHEESE PIZZA SLICES-NORTH 5TH GRADE LUNCH	96.00
56727	06/04/2021	LONG BRIDGE GOLF COU	CS8 LUNCHEON/ GOLF	90.50
56728	06/04/2021	MOY, DOUG	TENNIS TEAM MEAL	28.12
56728	06/04/2021	MOY, DOUG	TENNIS SUPPLIES	93.44
56729	06/09/2021	CROWN AWARDS	TEAM AWARDS FOR BOYS SOCCER	467.27
56730	06/09/2021	ELLIOTT, KATE	FFA BANQUET	165.34
56731	06/09/2021	IAVAT	IAVAT SPRING PROFESSIONAL DEVELOPMENT SERIES	100.00
56732	06/09/2021	ILLINOIS ASSOCIATION	FFA MEMBERSHIP FOR JHS	266.00
56733	06/09/2021	KNR AWARDS	TEAM AWARDS FOR VOLLEYBALL	306.33
56734	06/09/2021	PLAYON SPORTS	ONE TIME FEE PIXELLOT HARDWARE AND SOFTWARE AND REVENUE SHARING FEE	2,000.00
56735	06/09/2021	PRODUCTION XPRESS	HIGH SCHOOL GRADUATION PROGRAMS	708.50
56736	06/09/2021	SMETTERS, JACOB	REIMBURSEMENT FOR PLAY SUPPLIES AT JHS	557.43
56737	06/10/2021	OPEN HOUSE PRINT SHO	GIRLS SOCCER SENIOR BANNERS	210.00
56738	06/10/2021	PRAIRIE LAND LAWN CA	JHS SOCCER FIELDS LAWN MAINT. STEP 1 AND 2	960.00
56739	06/11/2021	IWCOA	TEAM REGISTRATION FOR JHS WRESTLING	250.00
56740	06/17/2021	BMO CORPORATE MASTER	JMS ACTIVITY- REWARD	125.80
56740	06/17/2021	BMO CORPORATE MASTER	LINCOLN OTC BRANDS AND BULK APPAREL	595.09
56740	06/17/2021	BMO CORPORATE MASTER	LINCOLN ACTIVIIY-COLOR POWDER PACKETS FROM AMAZON	416.97
56740	06/17/2021	BMO CORPORATE MASTER	PAES LAB	16.47
56740	06/17/2021	BMO CORPORATE MASTER	JHS CREDIT CARD-PARTY CITY	112.65
56740	06/17/2021	BMO CORPORATE MASTER	JMS ACTIVITY- END OF THE YEAR CRIMSON STORE FOR KIDS	692.81
56740	06/17/2021	BMO CORPORATE MASTER	JHS CREDIT CARD-WALMART	251.45
56740	06/17/2021	BMO CORPORATE MASTER	JHS CREDIT CARD-AMAZON INK CARTRIDGE	53.45
56740	06/17/2021	BMO CORPORATE MASTER	JMS ACTIVITY- CRIMSON REWARD	192.36
56740	06/17/2021	BMO CORPORATE MASTER	JMS ACTIVITY- LEGGINGS FOR	408.90

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			POMS	
56741	06/11/2021	GRAPHIC EDGE, LLC	1500596/14920464 TEAM VISORS FOR BOYS TENNIS AND TEAM UNIFORM FOR FOOTBALL	277.55
56742	06/14/2021	BEST, ANTHONY	SKILLS CAMP AND MILEAGE	2,610.88
56743	06/15/2021	BARBER FLORIST	PLANTS USED AT JHS GRADUATION	65.00
56744	06/15/2021	ENGEL, ROBERT	POST-SEASON ASSIGNING	20.00
56745	06/15/2021	IWCOA	WRESTLING SECTIONALS JUNE 19, 2021	220.00
56746	06/15/2021	JOSTENS INC	2 INVOICES 26644365/26688153 DIPLOMA AND DELIVERY	56.22
56747	06/15/2021	MONOGRAM SOUP	TEAM WRISTBANDS	144.00
56748	06/28/2021	ABIGAIL'S FLOWERS AN	FLOWERS FOR FUNERAL JHS ATHLETIC DEPT.	60.00
56749	06/28/2021	KNR AWARDS	WRESTLING TEAM AWARDS	150.00
56750	06/28/2021	MARQUARD SALES & SER	ICE MACHINE REPAIR	65.00
56751	06/28/2021	SPRINGFIELD CLINIC S	IMPACT BASELINE TESTS FOR JHS	78.00
Totals for checks				15,072.35

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
99	ACTIVITY	0.00	0.00	15,072.35	15,072.35
***	Fund Summary Totals ***	0.00	0.00	15,072.35	15,072.35

\*\*\*\*\* End of report \*\*\*\*\*